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NAME OF SUPERVISOR/NOM DU DIRECTEUR DE THÈSE DR E.B. MITCHELSON

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THE UNIVERSITY OF ALBERTA

STUDENT DECISION-MAKING IN HIGH SCHOOL INTRAMURAL PROGRAMS

by

© KAREN ELIZABETH INNES

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Student Decision-Making in High School Intramural Programs," submitted by Karen Elizabeth Innes in partial fulfilment of the requirements for the degree of Master of Arts.

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Supervisor

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Date . . August 27, 1976.

ABSTRACT

The study surveyed the extent of students' "actual" and "preferred" participation in the decision-making process of high school intramural programs. The study, also, explored the relationship between students' decisional discrepancy scores and their satisfaction with the intramural program.

A Likert-type response scale ranging from totally teacher decided to totally student decided measured the degree of "actual" and "preferred" student participation in the decision-making process. The Student Intramural Decision-Making Questionnaire contained decision items considering program activating procedures, scheduling, activities, finance, publicity, and personnel. The instrument also measured students' satisfaction with the intramural program and collected background information.

The sample comprised 170 students from fourteen senior high schools in the city of Edmonton. Only those students who were involved in the organization and administration of the intramural programs were included in the study.

The results of the study found that students' "preferred" participation in the intramural decision-making process was greater on all decision items than their perceived "actual" participation. However, the investigation showed

that students generally desired equal participation with teachers in the decision-making process. Students' "preferred" degree of participation varied dependent on the decision-making area. Students prefer most participation in activities selection and progressively less participation in the decision areas of publicity, scheduling, finance, program activating procedures, and personnel. Students' decisional discrepancy scores were related to type of school, school size, method of involving students in the decision-making process, sex, grade, office-holders, and method of acquiring an administrative position. Finally, the study found a significant inverse relationship between students' decisional discrepancy and their satisfaction with the intramural program.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

In the last quarter of a century the world has experienced an unprecedented rate of social change. The technological application of scientific research findings has generated greater industrialization, growing urbanization, and increased bureaucratization. The change has resulted in rapid variations in the pattern of living which previously evolved over decades. While the western world has enjoyed a considerable improvement in the standard of living, social critics quickly point out that this has been purchased at great cost to the individual and to the environment.

The realities of the current natural resource shortages in the over-populated world have increased public awareness of the rapidity of change in our technological society. A wide range of potential directions for world development have been predicted. Yet, futurists agree on two points: the only certainty about the future is that it will involve continuing change and that at the the moment few individuals are adequately prepared to cope with change. As might be expected, futurists along with

many other social critics, teachers, and students have been critical of contemporary education. They have described the schools as boring, archaic, impersonal and dehumanizing institutions which do little to prepare their clients for coping with the modern world.

Educational planners have become increasingly aware of the need for a more humanistic approach in education. This approach views man as an active being who is responsible for his activities and capable of influencing his own destiny. This phenomenon was evident in The Hall-Dennis Commission of Ontario (1968) with its theme of child-centered learning and in the Worth Commission of Alberta (1972) which supported a person-centered society as an alternative societal direction.

Although the response of the educational establishment to these reports has been limited and vague, educators are beginning to view the students as members of the organization rather than as passive recipients of the educational process. This trend, along with vocal student protests, has generated increasing concern regarding student involvement in the decision-making processes of the school.

The Problem

In spite of the increasing concern regarding student participation in this process, relatively little information exists on student participation. In the first place, the

literature revealed considerable agreement that students have the right to represent their interests when decisions are to affect their lives, but there was considerable doubt concerning the extent to which students were allowed to participate in the decision-making process. Secondly, the extent of students' inclusion in the decision-making process has been based on the opinion of those persons in authority rather than on empirical evidence provided by students which indicates their desire or reluctance to participate in the decision-making process.

This study focuses on student participation in the decision-making process of high school intramural programs. It explores the actual extent to which students perceived themselves participating in the decision-making process regarding various aspects of the intramural program. It also investigates whether students' preferences for involvement or non-involvement were congruent with their actual participation in the decision-making process.

Statement of the Problem

There is a lack of empirical evidence regarding student participation in the decision-making process of intramural programs in high schools.

This study investigates the following sub-problems:

1. (a) To what extent are students presently participat- in the decision-making process of intramural programs?

(b) Are there specific aspects of the intramural program in which students have more or less participation in the decision-making process?

2. (a) To what extent do students desire participation in the decision-making process of the intramural program?

(b) Are there specific aspects of the intramural program in which students desire more or less participation in the decision-making process?

3. Is there a discrepancy between students' present participation in the decision-making process and their desired participation?

4. Is there a difference in students' decisional discrepancy when they are grouped according to personal and school variables?

5. Is there a relationship between students' decisional discrepancy and their satisfaction with the intramural program?

Hypotheses

H_1 Students do not participate in the decision-making process of high school intramural programs.

H_2 Students do desire participation in the decision making process of high school intramural programs.

H_3 There is no significant difference between students' actual participation and their preferred participation in the decision-making process of high school intramural programs.

H_4 There is no significant difference between students' actual participation and their preferred participation in the six areas of intramural decision-making.

H_4. 1 Program activating procedures

H_4. 2 Scheduling

H_4. 3 Activities

H_4. 4 Finance

H_4. 5 Publicity

H_4. 6 Personnel

H_5 There is no significant difference in students' decisional discrepancy in intramural decision-making when they are grouped on the basis of the following personal and school variables.

H_5. 1 Type of school

H_5. 2 Size of school

H_5. 3 Type of administrative organization for intramurals

H_5. 4 Sex

H_5. 5 Grade

H_5. 6 Years of administrative involvement

H_5. 7 Method of acquiring the administrative position

H_5. 8 Office holders

H_6 There is no relationship between students' decisional discrepancy in intramural decision-making and their satisfaction with the intramural program.

Definition of Terms

The following definitions are maintained throughout this study.

Intramurals. Intramurals refers to the program of sport and/or recreational activities for the students within a school.

Decision-Making. Decision-making refers to the process of choosing a course of action from alternative courses of action.

Student Participation. Student participation refers to the part taken by high school students in decision-making pertaining to the intramural program.

Teacher Participation. Teacher participation refers to the part taken by high school teachers in decision-making pertaining to the intramural program.

Actual Participation. Actual participation refers to the students' perceptions of the degree to which they participate in the decision-making process of intramural programs.

Preferred Participation. Preferred participation refers to the students' perceptions of the degree to which

they desire participation in the decision-making process of intramural programs.

Decisional Discrepancy. Decisional discrepancy was conceptualized as the difference between students' actual degree of participation in the decision-making process of intramural programs and their preferred degree of participation.

Satisfaction. Satisfaction is defined as the contentment or lack of contentment students have with their intramural program.

Justification of the Study

The traditional view that teachers have an adequate perception of student needs has been challenged by student protesters and educational critics. An increasing concern for a more democratic way of life with the citizen as a participant, as well as the contemporary preoccupation with students' legal rights, have caused many writers to advocate that students can make decisions for themselves. As Chesler (1970:9) stated, "A primary issue today is how to help create systems of shared power with greater student decision-making in secondary schools."

In view of the powerful demands for increased student participation in decision-making, it is important to obtain empirical evidence regarding the degrees of decision-making preferred by students. As Belasco and Alutto (1972:118)

pointed out, ". . . organizational populations are far from homogeneous in attitudes, sentiments and expectations concerning a wide range of organizational issues." It is therefore reasonable to expect that not all students are equally desirous of increased participation in decision-making.

Implementation of successful intramural programs may require more effective channels of student involvement in the decision-making process. In order to achieve this goal, the intramural director must be cognizant of the students' perceptions regarding their actual participation and their preferred participation. A greater knowledge of students' perceptions will give the intramural director an informed basis to evaluate the current recommendations for increasing student participation in the decision-making processes and to evaluate the existing system of student involvement. Furthermore, it will provide direction for creating appropriate decision-making structures.

This study will provide intramural directors with an indication of the extent to which students desire participation in decision-making, in which areas of the program they desire participation, and if this is congruent with the existing system. This information is necessary if one is to attempt to match the degree of participation with the differential participation desires of students. It then becomes possible for the intramural director to retain and to ensure effective student participation in the decision-making process.

Assumptions

The following assumptions were made in this study:

(1) The respondents were those students involved in the administration of the intramural program in their school.

(2) The respondents had sufficient knowledge about the decision-making process in the intramural program to enable them to appropriately complete the instrument.

(3) The responses to the instrument provided a valid measure of the variables used in this study.

(4) The respondents could perceive a distinct degree of participation in the decision-making process of intramural programs.

Limitations

The following limitations applied to the findings of this study:

(1) The results of this study were limited to the population under study and generalizations to other schools or school systems cannot be made.

(2) Intramural decision-making was limited to the areas measured by the instrument. While the items represented a broad perspective of decisions in intramural programs, they may not be all-inclusive.

Delimitations

The study was delimited in the following ways:

(1) The study was restricted to the students involved in the administration and organization of intramural programs of senior high schools in the Edmonton Public and Separate School Systems.

(2) Student participation in decision-making was restricted to intramural decision-making.

(3) The study investigated a specified sample of intramural decision items.

Summary

This chapter has been concerned with stating problems investigated in the study and a formulation of specific hypotheses based on a comprehensive review of existing literature. The study was justified in terms of its pragmatic implications for the intramural director and its value in contributing to effective student involvement in decision-making. The assumptions, limitations, and delimitations of the study were discussed and the functional terms of the study were defined.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Decision-making is the essence of administration. So vital is this process of decision-making to the administration of an organization that it has become a central theme for many researchers. The results of research findings by organizational theorists (McGregor, 1960; Likert, 1961; Argyris, 1964; Bennis, 1966) have, in many instances, created an environment whereby employees have been given prominent roles in the decision-making process of an organization. Participative management, as it is referred to in industry, is a means of expanding the influence of members of an organization by involving them in decision-making.

Tannenbaum described employee influence through decision-making as varying in degree and types:

> The character of participation can vary widely. It may imply nothing more than a lone supervisor who considers the feelings and ideas of his men before making decisions, or it may refer to a formal and pervasive system of delegation that involves substantial influence for subordinates. Group meetings, for the exchange of ideas and the exercise of influence, may also be part of the process. But essentially, it is a matter of some degree of control by subordinates over work related matters (1966:98).

Katz and Kahn also referred to participation as:

> . . . the engagement of the individual in the system so that he is involved in decisions which affect him as a system member (1966:381).

In recent years participative management has also emerged as a central concern of educational administrators due, in part, to teacher militancy and student protests. Many administrators are now viewing the student as a member of the organization rather than as a passive consumer of the educational product. This approach has gained strength from the impact of humanistic psychology and vocal educational critics (Holt, 1970; Reich, 1970; Illich, 1972). Organizational theorists and analysts support this approach essentially for two reasons. First, participative management promotes organizational effectiveness; and second, it creates a psychologically rewarding environment for members.

Participation and Organizational Effectiveness

Member participation in organizational decision-making is advantageous for the effectiveness and efficiency of the organization. Katz and Kahn state that:

> An organization that can stimulate its members to contribute ideas for organizational improvement is likely to be more effective, since people who are close to operating problems can often furnish informative suggestions about them which would not occur to those more distant. The system which does not have this stream of contributors from its members, is not utilizing its potential resources effectively (1966:339).

Griffiths et al., proposed that decisions be made as

close to the source of implementation as possible (1962:62). The unique perspective and experiences that members of the organization bring to the decision-making process was also recognized by Owens when he suggested that an administrator cannot be sure that the facts he possesses are correct because his own value judgements will affect his perception of the problem (1970:97). He, in fact, is implying the advantage of decentralization or group decision-making.

The superiority of group decision-making over individual decision-making has been attested to by several researchers (Osborn, 1963; Blau and Scott, 1962; Collins and Guetzkow, 1964). Blau and Scott (1962) attributed the superiority of group decision-making to three factors: the sifting of suggestions in social interaction serves as an error-correction device; thinking is facilitated by social support in interaction; and the competition among members for respect encourages them to contribute to the task. Collins and Guetzkow suggested further potential resources offered by a group; the group will have access to more extensive resources than an individual member and the group products will frequently be superior because the pooling of individual judgements eliminates random error (1964:52). For several reasons, however, group involvement in decision-making has met with considerable resistance from administrators.

Traditionally, administrators have feared that a sharing of decision-making decreases their power and they regard control of an organization as a fixed quantity. Research suggested that one consequence of shared decision-making is increased administrative control. Tannenbaum stated:

> A major assumption is that the total amount of control or influence in an organization is not a constant fixed amount, but that it may vary. Increasing the influence of one group (e.g., the workers) in an organization does not necessarily imply decreasing that of others (e.g., supervisors and managers) (1962:237).

Belasco and Alutto (1972) referred to increased administrative control as a major research theme emerging from organizational theory. They claimed that:

> As a participation franchise is extended and superiors relinquish complete control over decisions, they gain both increased certainty concerning the actions of their subordinates (encouraging commitment through involvement) and increased influence over a wide-spread set of decisional issues (gaining in the legitimate exercise of authority) (1972:117).

Decisional participation of employees, then, not only brings new resources to decision-making, but it also increases the superiors control over subordinates.

Other functional consequences of increased employee participation in decision-making for the organization include members joining and staying longer with the organization, dependable role performance, and spontaneous and innovative behaviors. Katz and Kahn (1966) stressed the importance of

internalization of organizational goals for organizational effectiveness. They stated:

> The extent of internalization depends upon the character of the organizational goals themselves, and their congruence with the needs and values of the individual. It depends also on the extent to which the individual shares actively in the determination of organizational decisions and in the rewards which accrue to the organization. High internalization of organizational goals tends to result in low absence and turnover, high productivity, and maximal spontaneity and innovativeness in the service of those goals (1966:389).

Patchen (1970) postulated that personal integration related to a subject's decisional participation. Following the writing of Patchen, it would be expected that persons who are either decisionally deprived or saturated would have lower degrees of organizational commitment than those individuals who had achieved a degree of decisional equilibrium. Perhaps the most important consequence is the potential for increased innovation when the employee is allowed decisional participation.

Several writers (Katz and Kahn, 1966; Lammers, 1967; Strauss, 1963; Ingram, 1973) have linked the extent of group tolerance for organizational change to the degree of employee participation in decision-making. Both the probability that change will be accepted and the overall effectiveness of that change is increased when organizations encourage employee participation in decision-making. E. J. Ingram pointed out the importance of the organization's adaptive subsystem in a rapidly changing environment by stating:

> Although it is normal and to some extent necessary, for a system to maintain itself in a steady state, this characteristic can also be dysfunctional. If the organization does not adapt sufficiently to meet the changing demands of its environment, it runs the risk of itself becoming dysfunctional and may eventually face rejection and possibly elimination (1973:1).

In summary, participation of employees in decision-making was considered as a means of promoting organizational effectiveness by contributing to the needs of organizations. Beneficial effects included increased resources and administrative control, increased commitment to organizational goals and increased willingness for innovation. In addition to organizational benefits, employee decisional participation has positive implications for individual members.

Participation and Member Effectiveness

Research reveals that members in organizations want more opportunity to participate in making decisions that affect them. Tannenbaum stated that:

> . . . the exercise of control is a positive value for most organization members. While individual differences certainly exist, organization members generally prefer exercising influence to being powerless. Research consistently shows that the average organization member (as well as the average officer) is more likely to feel that he has too little authority in his work than too much (1968:307).

Tannenbaum (1966) also reported that there were definite differences in discrepancies between perceived and preferred degrees of participation among members at different

hierarchical levels. Members at lower levels of organizations indicate a preference for considerably increased participation in decision-making while for members at upper levels there is less discrepancy between the extent to which they prefer to participate and the extent to which they perceive themselves to actually participate (1966:40).

The extent of members' preferred participation is also dependent upon the type of decision to be made. Chester Barnard's (1938) concept of a "zone of indifference" signifies that subordinates distinguish between decisions which they feel are the responsibility of their superiors and those decisions which they feel are their own responsibility. The implication is that members will exhibit little, or no desire to participate in decisions clearly within their "zone of indifference"; but as decisions move away from this zone their desire to participate will increase. A review of the literature reveals that more recent writers also maintain that authority structures may vary according to the nature of the task. Scott et al., (1967:104) supported the view that multiple authority structures can be task differentiated. By defining authority, basically, in terms of decision rights, Scott et al., stated:

> An important feature of our view of authority which differentiates it from previous conceptions, is its emphasis on the extent to which authority rights may be task specific. A's authority rights over B may be limited to a specific task. In complex organizations, it is possible for an individual to participate in a large number of authority systems (1967:104).

Katz and Kahn defined authority structure as ". . . the way in which the managerial system is organized with respect to the sources of decision-making and its implementation" (1966:44). It is necessary, then, to look at decision-making through a number of authority structures as well as task differentiation in order to maintain maximum employee effectiveness in the decision-making process.

A prominent view emerging from the literature (Vroom, 1964; Argyris, 1964; Likert, 1961; Bennis, 1966) pertaining to member participation in decision-making considers participation as promoting member satisfaction. Tannenbaum summarized this claim as follows:

> The most consistent correlate of the control or influence variable reported in the literature has been satisfaction . . . Thus a typical conclusion is that individuals who have relatively high control over their jobs are more satisfied with their jobs than individuals with lower control (1968:241).

The administrator can no longer afford to be disinterested in the values, beliefs and attitudes of the members in the organization. Knowledge from the social sciences, particularly sociology and psychology, allows administrative behavior to be viewed as essentially interaction between people. Organizational theorists (McGregor, 1960; Likert, 1961; Argyris, 1964; Bennis, 1966) have brought the insights of the social sciences to the attention of those engaged in managing organizations. In tracing the movement of Third Force psychology (Goble: 1970) through the writings

of Abraham Maslow (1954), Combs (1959) and Carl Rogers (1961), behavior and motivation are explained through the concepts of the perceptual field, the self-concept, and self-actualization. The perceptual field is viewed as an individual's total awareness through all his senses at any given instant. A person behaves according to his perception of a situation which is, in turn, mediated by how he perceives himself. Self-concept is determined by the thoughts and feelings constituting one's awareness of his own existence. It comprises both cognitive and affective realms of being. One's self preservation instinct ensures a relatively stable self-concept; but, because it is also dependent upon experiences it is also continually changing. Carl Rogers (1961) refers to this phenomenon as an on-going process of being and becoming. Motivation is seen as predominantly an intrinsic activity generated by interactions between a person's ideal of himself in his perceptual field and his self-concept.

The process of self-actualization is explained in terms of the "growth principle." There is a fundamental all-inclusive need towards self-actualization involving both physiological and psychological metamorphosis. It is not a selfish need but rather a "great driving force in each of us by which we are continuously seeking to make ourselves ever more adequate to cope with life" (Combs, 1959:28). The attainment of individual self-actualization is a socialization process in which one is dependent on interactions with others

for one's own personal psychological growth.

In applying the concepts of Third Force psychology to managing organizations, McGregor concluded that:

> The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts towards organizational objectives (1960:15).

On the same topic Edgar Schein concluded that:

> . . . both for productivity and for the satisfaction and psychological growth of employees, the superiority of supervisory strategies which involve employee participation in decision-making are now sufficient to suggest strongly that more shared decision-making, greater influence for employees, and power-equalization should be seriously considered for many kinds of organizations (1965:64).

The literature reviewed has indicated that members of organizations do not have as much decisional participation as they would like. In order for the member to participate effectively, administrators must consider the individual's position in the organization as well as multiple authority structures for task differentiation. The individual's satisfaction in the organization was reviewed with implications from Third Force psychology.

Student Participation in Educational Decision-Making

Rationale

Despite the evidence that the participative approach to decision-making is beneficial to both the organization and the individual, educators have been slow to involve

students in this process. Like all organizations, the education system suffers from problems of effectiveness and efficiency; however, in the past these problems have been dealt with from a cost accounting basis rather than in terms of personnel effectiveness and efficiency. Although education commissions have tabled reports which strongly favored a move toward the person-centered society, Ministries of Education have been reluctant to explicitly specify student participation in decision-making. If self-directed learning is a primary goal of education, as was suggested by the Worth Report and the Hall-Dennis Report, then experiences which call for choice and individual decision-making, as well as freedom and responsibility, are foundations of the educational process.

Administrators are presently reviewing with some concern the school's long range objectives as well as the relevance of the educational system. In an age of increasing public demand for accountability of the educational system and student protests, educators have come under heavy criticism by authors such as Holt (1970), Reich (1970), and Illich (1972) for their treatment of students as clients rather than as participating members of the system. Ivan Illich (1972) saw one of the main problems of schools as not allowing students to choose their own goals or learning resources. Reich criticized the process as:

> School is intensely concerned with training students to stop thinking and start obeying. . . . Public school is "obedience school," . . . The student is trained away from democracy; instead he is most elaborately trained in joining a hierarchy . . . One of the great purposes of the school is to indoctrinate the inmates (1970:142-147).

This authoritarian nature of the school organization was observed by Alexander and Farrell (1975) who concluded from their study in Ontario that high schools are not doing much in the classroom, student activities, or student government to teach decision-making. Further criticism was voiced by writers who support the democratic principle.

> The official structure of the school is primarily an authoritarian bureaucracy that shapes students according to adult expectation. Most students learn to cope with the school system. But while they do so, they may not be learning practices that are consistent with democratic principles and ideals (Marker and Mehlinger, 1974:246).

> It seems hypocritical for educators not to match the confidence placed in adolescents by our society. We ought to give them a voice in matters of school governance equal to that which they have in national politics (Joel Henning, 1974:250).

Educators have not matched student participation in school decision-making to student growth in intellectual skills with the aim of preparing them for a democratic society.

The political life of Canadian society which has undergone increasing citizen participation requires individuals who are skilled and experienced in the art of individual and collective decision-making. Recently, Alexander and Farrell suggested that:

> If we do not provide young people with the opportunity to learn how to make decisions in a complex and changing world, we are failing to equip them with the one skill that, more than any other, we can predict they will need in order to live successfully in the kind of society we will leave to them (1975:111).

Such a society has been described by Alvin Toffler in Future Shock (1970). He described the individual as making faster and more complex decisions in a rapidly changing environment. If individuals are not able to adapt to this overload on the decision-making process they will suffer both physical and psychological distress (1970:290).

In summary, by developing mechanisms to permit student participation in high school decision-making, educators are providing a learning experience as well as preparing students as citizens for a society demanding increased decision-making. Much of the recent literature, however, stresses student participation as a means of curbing student unrest and accommodating the changing legal status of adolescents.

Recent Research Findings Regarding Student Participation in High School Decision-Making

Research has demonstrated that students prefer to be consulted as consumers of the educational product (Probert 1971; Jeffares, 1971; Simpkins, 1968; Wheatley, 1970; Esimike, 1975). Additional support for students' desire to participate in decisions which affect their lives is evidenced in student protests and student demands for their legal rights.

Gentry and Hall writing on student militancy in the secondary schools, stated that:

> A central theme of any paper dealing with student militance must be that students should be involved in the making of decisions that affect them and that, within reasonable limits, they should be delegated responsibility for conducting school activities which are largely student oriented (1971:302).

Although student protests have been associated with the nineteen sixties, in an extensive study in Ontario High Schools, Alexander and Farrell (1975:11) discovered that student protest were increasing. They found that the majority of these protests were not concerned with such matters as dress and hair regulations, smoking privileges or cafeteria service but were more oriented to final exams, teacher walkouts, spending ceilings and the deteriorating quality of education. Alexander and Farrell summarized:

> Increasing numbers of students in Ontario are dissatisfied with their ability to influence the decisions that vitally affect their lives during the many years they spend in secondary school. . . . Response to this dissatisfaction is necessary to "keep the peace" in Ontario secondary schools (1975:20).

Buxton and Prichard (1973:66) felt that one of the most perplexing problems confronting schools today is the issue of due process. This concept espouses that school children be granted the same legal and constitutional guarantees that are accorded adult citizens. In a questionnaire designed to identify student perceptions of possible ways in which

their human rights had been violated in their respective school environments by teachers and administrators, Buxton and Prichard (1973:67) found that 81% of the students perceived their most violated right to be teacher respect for student opinion. The item which was ranked first by suburban students and second by urban students was an item about the principal vetoing student government association ideas. This item was ranked considerably lower by rural students, a fact which the authors contributed to a lower level of bureaucracy in these schools.

Spencer (1973:6) pointed out that in most surveys, administrators' willingness to allow student influence varies inversely with the importance of the issue. He found that the system has a vast capacity to "trivialize" student energy and efforts. Some authors have expressed a strong concern about this effect. Chesler has stated that students should be given more real power and authority and hence "responsibility for educational decisions and administrative governance of the school" (1970:11). Jamieson and Thomas (1974:323) also indicated that students seldom have formal power in the educational system as they are not considered to be members of the system. The student protest movements of the nineteen sixties resulted in little formal student authority. Alexander and Farrell agreed that:

> . . . while student government influence may vary between schools, there is very little variation in the degree of formal authority possessed by

> student governments, at least in the 10 decision areas investigated. The fact that virtually all student governments are devoid of formal authority suggests that even effective student government members do not have the opportunity to participate in the total decision-making process and certainly do not have a chance to deal with the increasing responsibility that comes with increased authority (1975:77).

Alexander and Farrell felt that a student's encounter with his student government is usually his first experience with representative government and collective decision-making. They, therefore, suggested that it is a critical learning experience in the development of his attitudes and responses toward democratic decision-making. These same authors found evidence to suggest that students become activists because they are intensely dissatisfied with existing conditions and they have not experienced means of changing these conditions. They found that students desired the greatest influence increase in precisely the areas where students are least satisfied. Jamieson and Thomas (1974) also found relatively strong and consistent negative correlations between coercive power and student satisfaction, learning, and teacher influence.

These dysfunctional consequences, of denying students a role in the decision-making process, are a prominent theme in recent research. Burbach has pointed out that a growing number of writings suggest that today's young are developing a negative orientation toward the power and authority system of our society (1974:127). An earlier study by Burbach (1972) on student powerlessness found that

students experienced higher levels of high school powerlessness than societal powerlessness. However, those students who held school related offices felt more in control of events in the larger society and within the specific context of their high school than did those students who did not hold such an office.

Furthermore, Jamieson and Thomas (1974) found that students who have relatively little legitimate power and who possess few other means of influence tend to become passive recipients. Although this passive-dependent student role may facilitate the achievement of some eudcational objectives, it has several dysfunctional consequences. Firstly,low student influence in high schools produces students with reduced tendencies to question or attempt to change the things with which they disagreed. Secondly, if dissatisfaction with events or conditions is not registered then the change through conflict resolution is not actualized and student needs are unmet. The third consequence of student powerlessness in high schools is the high level of frustration which leads to alienation and withdrawal or militancy (Jamieson and Thomas, 1974:232).

To review, research findings regarding student participation in high school decision-making shows that students desire more participation; however, there is evidence to suggest that students have little real authority or responsibility in high school decision-making. This lack

of student involvement in the decision-making process leads to negative results for the student and for the school system.

Student Participation in Decision-Making of High School Intramural Programs

Extracurricular activities are one major area of school life in which students have a potential opportunity to learn about decision-making. While educators are in general agreement that students should be given decision-making rights in their extracurricular activities, there is ambiguity concerning how much real authority students possess in these activities. The high school intramural sports program is no exception, as emphasized in the following passage:

> There is considerable disagreement among intramural personnel as to how much authority, if any, should be vested in students for administering and controlling programs (Mueller, 1971:35).

In addition the traditional autocratic approach of physical educators has been criticized for negating valuable opportunities of student involvement in decision-making (Mosston: 1966). Pollack referred to this same rigid pattern when he stated that:

> Administrators tend to emulate practices of the past, copy programs from other areas, formulate programs based solely on their own interests, or rely on surveys and checklists to determine activities. The great weakness in these practices is their denial of meaningful student involvement (1969:37).

A review of the literature finds several authors (Bucher, 1975; Voltmer and Esslinger, 1967; Van Vliet and Howell, 1967; Kleindienst and Weston, 1964; Beeman and Humphrey, 1960) have claimed that students derive greater value in the program if they participate in its development and operation. Bucher specifically stated that "Physical education must recognize the importance of involving students in the program, decision-making, and conduct of their education" (1975:133). Regarding the involvement of students in the organization and administration of intramural programs Beeman and Humphrey agreed that:

> It has been found through experience that intramural programs function to a high degree of proficiency when an intramural council or committee assists in the organization and administration of the program (1960:16).

Witnessing the shortcomings of administration by dictum, Kelley (1975) warns educators against rushing to the opposite extreme. He pointed out that authoritarianism and abdication of authority can be equally dangerous to the growth of students and therefore, the key to fulfillment of growth and understanding was a balance of freedom and order. Providing a meaningful balance between complete student control and complete teacher control by creating systems of shared power is essential for the effective administration of high school intramural programs.

When Esimike (1975) investigated student decision-making in high school physical education programs he found that students' perceived involvement in decision-making was less than they preferred. They preferred equal involvement by faculty and students to almost predominant student involvement. Furthermore, when physical education teachers and students ranked areas as to their importance for student involvement in physical education decision-making, extra-curricular activities were ranked second and third from a list which included sixteen decision areas. It is interesting to note that teachers have considered extracurricular activities within physical education as an important area for student participation in decision-making; yet there is a lack of empirical evidence to show that students do have real authority in such physical education extracurricular activities as intramurals.

Probert (1971:13) has suggested that the nature of the task, the kind of organization and the type of individuals involved are the influential factors affecting the kind of decision-making technique to be used. In addition, Belasco and Alutto maintain that because the desire for increased participation is not equally distributed throughout the organization the crucial variable is the discrepancy between current and desired rates of participation (1972:118). These same researchers proposed that it is possible that certain individuals are decisionally deprived in that they

wish to participate in some decisions from which they are currently excluded. At the same time, they may be decisionally saturated in that they do not wish to participate in some of the decisions in which they are currently involved. In a subsequent study, Belasco and Alutto (1974) found that decisional climate was a major factor in teacher satisfaction levels.

An investigation of student participation in the decision-making process of high school intramural programs should examine students' preferred and perceived involvement in relation to the various task areas as well as the various authority structures. There is a need for a technique to ensure effective student participation in the decision-making process of intramural programs. This student involvement can help create more effective and efficient intramural organizations. Adoption of conditions which enhance the probability of high satisfaction among student personnel will benefit the intramural organization.

CHAPTER III

RESEARCH DESIGN

Instrumentation

The 'Student Intramural Decision-Making Questionnaire' (Appendix B) was the instrument developed and utilized for this study. It was constructed from a review of the literature, the researcher's personal experience in the organization and administration of intramural programs, and after conversation with several intramural directors in the City of Edmonton. The questionnaire consisted of three sections:

Section 1. Perception about actual and preferred decision-making.

Section 2. Satisfaction with the intramural program.

Section 3. Personal background.

Section 1.

This section of the questionnaire was designed to obtain students' perceptions about their actual and preferred participation in decision-making for the organization and administration of their high school intramural program. There were twenty-six decision items listed covering all major task areas in intramural decision-making. Students

responded to each item twice; once for their preferred participation and once for their actual participation. The response scale for both the perceived and preferred participation was a Likert-type scale involving a choice from five possible methods of making a decision. These were:

1. Totally teacher decided.
2. Mostly teacher decided.
3. Teacher and student share the decision.
4. Mostly student decided.
5. Totally student decided.

Section 2.

Section 2 was designed to measure the students' satisfaction with their school's current intramural program. Ten task areas of decision making in intramurals constituted the items of the Satisfaction Scale. Students were asked to rate their degree of satisfaction on a Likert-type scale ranging from highly satisfied to highly dissatisfied as follows:

1. Highly dissatisfied.
2. Moderately dissatisfied.
3. Slightly dissatisfied.
4. Slightly satisfied.
5. Moderately satisfied.
6. Highly satisfied.

Section 3.

This section which consisted of a classification type response format was designed to obtain descriptive information about each respondent. The categories included: age, grade, number of years involved in organizing and administering intramural programs, method of acquiring an administrative position, and experience as an office holder within the intramural organization.

In addition to the above information, the researcher collected and coded data regarding school size, school system, and the school's method of involving students in the organization and administration of the intramural program.

Pilot Study

A pilot study was conducted to check the phrasing of items, the adequacy of various response categories, and the general format of the questionnaire. Sixty-one students who were involved in administration of intramural programs responded to the questionnaire. These students were enrolled in five high schools located in Sherwood Park, St. Albert, and Spruce Grove. After the pilot study, the following modifications were made to the questionnaire.

(1) The original twenty-nine decision-making items were reduced to twenty-six items. Those items which seemed ambiguous were deleted.

(2) Minor changes were made in the sentence structure of some items.

(3) The ordering of the questionnaire sections was altered by placing the personal background questions at the end of the questionnaire.

Factor Analysis

Factor analysis was used to determine whether there were a few identifiable dimensions which could be used to describe the twenty-six decision items. Six factors which accounted for 63.9% of the variance on the twenty-six items were identified (Table I). The factors are named and described as follows:

Factor 1. Program Activating Procedures. Decisions regarding rules of competition, officiating, team and individual recognition for participation, and evaluation.

Factor 2. Scheduling. Decisions regarding when events are scheduled and the amount of time activities are allowed.

Factor 3. Activities. Decisions regarding the kinds of activities and the number of activities offered in the program.

Factor 4. Finance. Decisions regarding the acquiring and distribution of funds.

TABLE I

VARIMAX ROTATION SIX FACTOR ANALYSIS FOR

PREFERRED PARTICIPATION (N=170)

Questionnaire Item #	Factor Loadings					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
1	0.35475	0.35846	0.08901	0.10306	0.09325	0.57486
2	0.26777	0.09191	-0.07914	0.11854	0.72148	0.23858
3	0.18297	0.15065	0.21263	0.08688	0.22506	0.74713
4	0.19157	0.31035	0.16074	0.56622	0.09166	0.09504
5	0.09881	0.19253	0.17129	0.60966	0.07919	0.44445
6	0.25373	0.01503	-0.00759	0.80305	0.19335	0.03621
7	0.05056	0.68623	0.12092	0.02588	0.17629	0.15319
8	0.07588	0.72280	-0.03420	0.13477	-0.00199	0.26168
9	0.30829	0.60984	0.23602	0.23258	0.08299	-0.13472
10	0.44853	0.31520	0.29368	0.34797	0.22498	0.01314
11	0.63700	0.36928	0.13533	0.11630	0.21618	0.07709
12	0.62230	0.20713	0.14673	0.24769	0.31590	0.04285
13	0.65337	-0.02192	0.03977	0.19413	0.34625	0.03186
14	0.56764	0.41264	0.23104	0.14967	0.30054	0.09853
15	0.57394	0.25087	0.38552	0.22193	0.13512	-0.03736
16	0.17761	0.10506	0.32227	0.32429	0.64987	0.11773
17	0.25902	0.18641	0.30051	0.04359	0.70677	0.03700
18	0.19844	0.10638	0.86210	0.11334	0.19016	0.08130
19	0.31836	0.15755	0.74360	0.08708	0.09691	0.29520
20	0.49271	0.10117	-0.00169	0.25870	0.10558	0.40592
21	0.69499	-0.01212	0.04530	0.23742	-0.06214	0.39743
22	0.71267	0.05076	0.13776	0.16345	0.13316	-0.03289
23	0.74377	0.21309	0.07626	0.02792	0.11680	0.23412
24	0.78168	0.15525	0.16283	0.01619	0.08694	0.18325
25	0.61020	0.04210	0.29478	0.03703	0.14379	0.26481
26	0.59046	-0.01021	0.19012	0.20041	0.19323	0.33364

Factor 5. Publicity. Decisions regarding the method and extent of publicity.

Factor 6. Personnel. Decisions regarding program personnel and their responsibilities.

The specific decision items contained within each factor are found in Table II.

Sample and Data Collection

Sample

The sample for this study consisted of those students who were involved in the administration and organization of intramural programs. The study was carried out in the senior high schools of the Edmonton Public and Separate School Boards. Permission was received from the respective boards to carry out the study in sixteen senior high schools. One school was eliminated from the study as no intramural program existed and a second school was eliminated because no sample was available since the intramural program terminated in mid-year. The total sample was comprised of 170 students. Table III provides a sample description by school.

Three different methods of administrative organization for intramurals existed in the sample. One method was an athletic board which consisted of a small group of elected students who held regular meetings throughout the year to organize intramurals. Some schools used the method of a few student

TABLE II

DECISION ITEMS WITHIN EACH AREA OF INTRAMURAL DECISIONS

Program Activating Procedures

10. Determining rules and regulations governing each activity in the intramural program.

11. Determining eligibility rules for participating in the intramural program.

12. Determining rules and regulations governing team forfeits.

13. Decisions concerning grievances or protests voiced by team(s) or individuals participating in the intramural program.

14. Determining the type of units or groupings for competition (i.e., grades, open, classroom, house system).

15. Determining levels within competitive units or groupings (i.e., junior, senior, no levels).

20. Determining method(s) to select game officials for the intramural program.

21. Determining method(s) to train game officials for the intramural program.

22. Determining method(s) to acknowledge individual and team achievement in the intramural program (i.e., trophy, crests, bars, no awards).

23. Determining policies governing individual and team standings (i.e., point system on achievement and participation).

24. Determining how the operating procedures and policies of the intramural program are to be evaluated.

25. Determining who will evaluate the operating procedures and policies of the intramural program.

TABLE II (Continued)

Program Activating Procedures

26. Determining method(s) to evaluate game officials for activities in the intramural program.

Scheduling

7. Determining the amount of playing time each activity will be allotted in the intramural program.

8. Determining when the activities in the intramural program are scheduled (i.e., noonhour, after school, night).

9. Determining the kind of schedule to be used for each activity in the intramural program (i.e., round robin, elimination or challenge tournament).

Activities

18. Determining the kinds of activities offered in the intramural program.

19. Determining the number of activities offered in the intramural program.

Finance

4. Determining the amount of money allotted to the intramural program.

5. Determining how intramural funds will be allocated within the intramural program.

6. Determining method(s) to raise and/or acquire money allotted to the intramural program.

TABLE II (Continued)

Publicity	
2.	Selecting sport manager(s) or convenor(s) for any or all activities in the intramural program.
16.	Determining method(s) to publicize the activities in the intramural program.
17.	Determining the amount of publicity each activity receives.
Personnel	
1.	Selecting teacher(s) to direct the intramural program.
3.	Determining responsibilities of staff and/or students organizing the intramural program.

TABLE III

SAMPLE DESCRIPTION

School	School Size	Intramural Organization	Sample Size (N=170)	Male (N=107)	Female (N=63)
Public					
Harry Ainlay	2,000	Athletic Board	14	5	9
Jasper Place	2,500	Options Class	26	26	0
M. E. Lazerte	1,800	Representatives	4	0	4
Queen Elizabeth	1,600	Representatives	2	2	0
Eastglen	1,100	Representatives	3	1	2
Bonnie Doon	1,600	Athletic Board	9	3	6
Ross Sheppard	1,600	Options Class	39	21	18
McNally	1,600	Options Class	36	36	0
Separate					
Louis St. Laurent	600	Representatives	3	1	2
St. Francis Xavier	1,200	Representatives	2	0	2
St. Joseph's	2,200	Athletic Board	15	4	11
Archbishop O'Leary	1,700	Athletic Board	6	2	4
H. J. Picard	600	Athletic Board	10	6	4
Archbishop MacDonald	550	Representatives	1	0	1

representatives who were appointed by the teacher or elected in conjunction with the Student Council. The third method of administrative organization was the physical education options class in which students were required to organize intramurals as part of their course requirements.

Data Collection

After permission was obtained from the two school boards, the researcher contacted the physical education department head in each school. The department head or the intramural director arranged for a suitable time when the researcher met with those students who were involved in the organization and administration of the intramural program. A brief explanation of the study and directions for answering the questionnaire were provided to the students. The reseacher remained present to answer any questions while the students responded to the questionnaire.

Treatment of the Data

Data from the completed questionnaires were recorded on computer cards and then analyzed by using various programs from the Statistical Package for the Social Sciences. The specific analysis for each hypothesis follows:

H_1 and H_2 were analyzed with descriptive statistics using frequency distributions and means.

H_3 and H_4 were analyzed with the SPSS program for Analysis of Variance with repeated measures.

H_5 was analyzed using the One Way Analysis of Variance utilizing the Duncan multiple range test where more than two categories existed.

H_6 was analyzed using the SPSS program for Pearson Correlation Coefficient.

CHAPTER IV

RESULTS OF THE STUDY

Actual Participation in Decision-Making

Hypothesis one states that students do not participate in the decision-making process of high school intramural programs. An item by item representation of the students' responses to decision items contained in the questionnaire appears in Table IV. The information is presented in the form of mean response for both actual and preferred decision-making and percentage frequencies for each response category.

The results contained in Table IV show that the mean scores for students' perceptions of their actual participation in intramural decisions ranged from 1.45 to 2.88. Therefore, on the continuum from totally teacher decided to totally student decided, students perceived their participation in the decision items as minimal to almost equal participation with teachers. Students perceived themselves to have the least participation in selecting teachers to direct the intramural program (mean 1.45), in determining methods to train game officials for the intramural program (mean 1.70), and in determining the amount of money allotted to the intramural program (mean 1.73). Students perceived themselves to

TABLE IV

SUMMARY OF ITEM RESPONSE PATTERNS ON THE DECISION-MAKING SCALE

Decision Item	Actual (A) Preferred (P)	Mean Response	% Responding (N=170) Totally Teacher Decided	Mostly Teacher Decided	Teacher & Student Share Decision	Mostly Student Decided	Totally Student Decided
1. Selecting teacher(s) to direct the intramural program.	A	1.45	68.5	19.6	10.1	1.8	0.0
	P	2.07	38.1	20.8	36.3	4.8	0.0
2. Selecting sport manager(s) or convenor(s) for any or all activities in the intramural program.	A	2.51	32.1	22.0	19.0	15.5	11.3
	P	3.03	14.2	14.2	38.5	20.1	13.0
3. Determining responsibilities of staff and/or students organizing the intramural program.	A	2.10	40.6	20.6	28.5	7.9	2.4
	P	2.72	12.7	18.8	55.8	9.1	3.6
4. Determining the amount of money allotted to the intramural program.	A	1.73	58.8	16.4	18.2	5.5	1.2
	P	2.37	28.1	15.6	48.5	6.6	1.2
5. Determining how intramural funds will be allocated within the intramural program.	A	1.82	52.1	19.8	22.2	6.0	0.0
	P	2.64	16.2	14.4	59.9	8.4	1.2

TABLE IV (Continued)

Decision Item	Actual (A) Preferred (P)	Mean Response	% Responding (N=170) Totally Teacher Decided	Mostly Teacher Decided	Teacher & Student Share Decision	Mostly Student Decided	Totally Student Decided
6. Determining method(s) to raise and/or acquire money allotted to the intramural program.	A	2.50	23.5	20.4	38.9	16.7	0.6
	P	2.99	7.9	8.5	62.8	17.7	3.0
7. Determining the amount of playing time each activity will be allotted in the intramural program.	A	2.10	45.0	16.6	24.3	11.8	2.4
	P	2.89	12.5	14.3	48.8	20.2	4.2
8. Determining when the activities in the intramural program are scheduled (i.e., noonhour, after school, night).	A	1.91	50.6	20.2	20.2	5.4	3.6
	P	2.86	11.9	13.1	58.3	10.1	6.5
9. Determining the kind of schedule to be used for each activity in the intramural program (i.e., round robin, elimination, challenge, tournament).	A	2.38	33.3	22.6	24.4	11.9	7.7
	P	3.09	7.7	13.6	50.9	17.2	10.7
10. Determining rules and regulations governing each activity in the intramural program.	A	2.00	46.2	20.1	23.1	8.3	2.4
	P	2.54	22.9	17.6	45.3	10.0	4.1

TABLE IV (Continued)

Decision Item	Actual (A) Preferred (P)	Mean Response	% Responding (N=170) Totally Teacher Decided	Mostly Teacher Decided	Teacher & Student Share Decision	Mostly Student Decided	Totally Student Decided
11. Determining eligibility rules for participating in the intramural program.	A	2.11	39.4	23.6	25.5	9.1	2.4
	P	2.78	14.5	16.9	48.8	15.1	4.8
12. Determining rules and regulations governing team forfeits.	A	2.02	4.61	20.4	22.8	6.6	4.2
	P	2.62	21.1	18.7	43.4	10.8	6.0
13. Decisions concerning grievances or protests voiced by team(s) or individuals participating in the intramural program.	A	2.04	39.8	23.5	30.1	5.4	1.2
	P	2.60	20.2	15.5	51.2	9.5	3.6
14. Determining the type of units or groupings for competition (i.e., grades, open, classroom, house system).	A	2.22	39.9	22.6	20.2	10.1	7.1
	P	2.89	15.4	14.2	45.6	15.4	9.5
15. Determining levels within competitive units or groupings (i.e., junior, senior, no levels).	A	2.09	40.1	25.7	23.4	6.0	4.8
	P	2.63	22.6	17.3	41.1	12.5	6.5

TABLE IV (Continued)

Decision Item	Actual (A) Preferred (P)	Mean Response	% Responding (N=170) Totally Teacher Decided	Mostly Teacher Decided	Teacher & Student Share Decision	Mostly Student Decided	Totally Student Decided
16. Determining method(s) to publicize the activities in the intramural program	A	2.88	17.3	17.9	32.1	24.4	8.3
	P	3.29	9.5	5.3	46.7	23.7	14.8
17. Determining the amount of publicity each activity receives.	A	2.86	18.0	19.2	32.3	19.2	11.4
	P	3.25	6.7	10.4	46.3	23.8	12.8
18. Determining the kinds of activities offered in the intramural program.	A	2.25	34.1	25.7	26.3	8.4	5.4
	P	3.37	3.6	5.9	52.1	26.6	11.8
19. Determining the number of activities offered in the intramural program.	A	2.19	32.7	29.8	26.2	7.7	3.6
	P	3.16	6.5	8.9	55.6	20.1	8.9
20. Determining method(s) to select game officials for the intramural program.	A	2.10	38.9	24.0	27.5	7.2	2.4
	P	2.58	22.6	17.9	44.0	9.5	6.0
21. Determining method(s) to train game officials for the intramural program.	A	1.70	56.0	19.9	22.3	1.2	0.6
	P	2.14	37.1	19.8	35.9	6.0	1.2

TABLE IV (Continued)

Decision Item	Actual (A) Preferred (P)	Mean Response	% Responding (N=170) Totally Teacher Decided	Mostly Teacher Decided	Teacher & Student Share Decision	Mostly Student Decided	Totally Student Decided
22. Determining method(s) to acknowledge individual and team achievement in the intramural program (i.e., trophy, crests, bars, no awards).	A	1.98	45.2	23.8	20.2	8.3	2.4
	P	2.86	12.5	16.7	50.0	13.7	7.1
23. Determining policies governing individual and team standings (i.e., point system on achievement and participation).	A	2.10	37.9	29.0	22.5	6.5	4.1
	P	2.60	19.0	22.6	42.3	11.3	4.8
24. Determining how the operating procedures and policies of the intramural program are to be evaluated.	A	1.92	47.3	22.2	21.6	8.4	0.6
	P	2.62	16.2	24.6	43.1	13.2	3.0
25. Determining who will evaluate the operating procedures and policies of the intramural program.	A	2.01	46.4	20.8	20.8	8.3	3.6
	P	2.65	21.4	15.5	45.8	10.7	6.5
26. Determining method(s) to evaluate game officials for activities in the intramural program.	A	1.93	47.0	22.0	22.0	8.5	0.6
	P	2.46	25.0	18.3	44.5	9.8	2.4

have the most participation in determining methods to publicize the activities of the intramural program (mean 2.88), in determining the amount of publicity each activity receives (mean 2.86), and in determining methods to raise and/or acquire money for the intramural program (mean 2.50).

In order to analyze the decision items with regard to the six areas which resulted from factor analysis, six new variables were computed and standardized to a 10 item scale. Figure 1 is a graphic profile of the students' actual participation in the six decision-making areas of intramural programs. Students perceived that their greatest degree of participation in the decision-making process was in the decision area of publicity (mean 25.2) and that their least participation was in the area of personnel (mean 17.8). Students perceived slightly more participation existed in the decision areas of activities (mean 22.2), scheduling (mean 21.4), finance (mean 20.4), and program activating procedures (mean 20.1).

Preferred Participation in Decision-Making

Hypothesis two states that students do not desire participation in the decision-making process for high school intramural programs. Table IV also presents the mean scores for preferred participation in decision-making for each item. The mean scores for students' preferred participation in intramural decisions ranged from 2.07 to 3.29. Thus, students

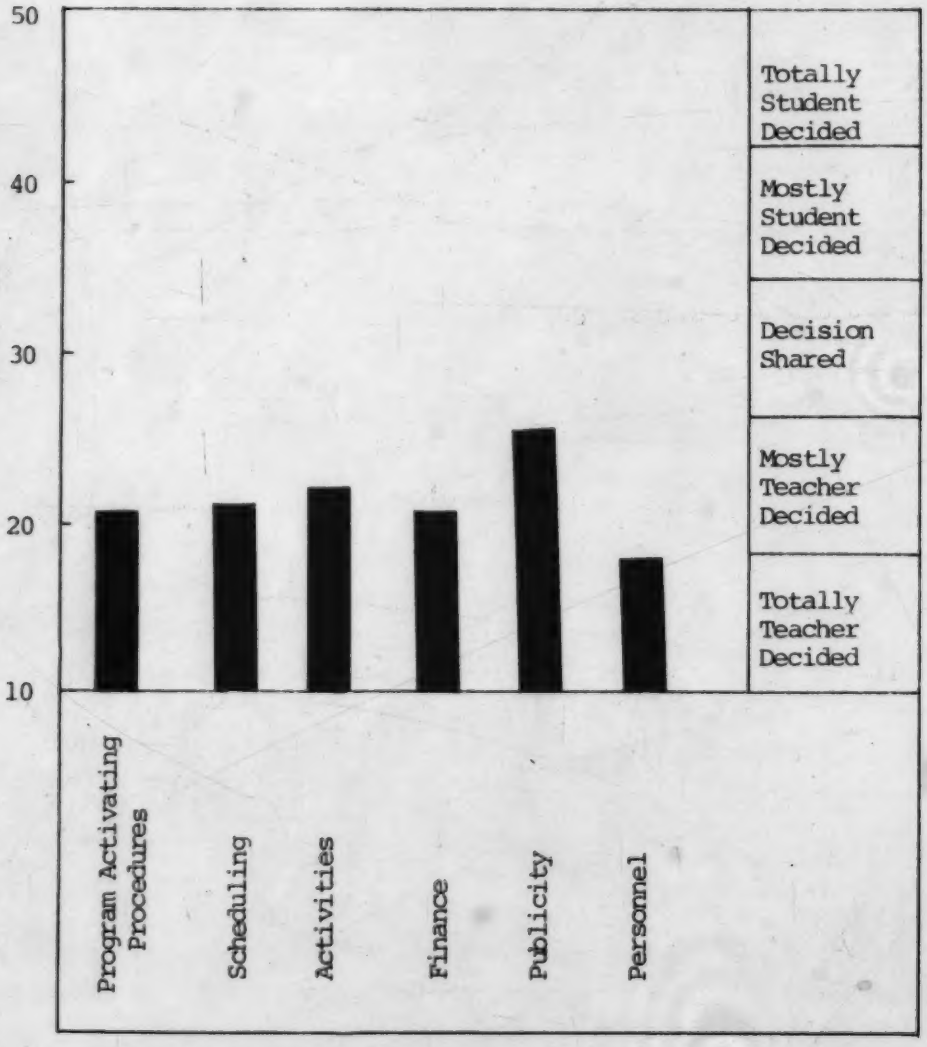

FIGURE 1

PROFILE OF STUDENTS' ACTUAL PARTICIPATION
IN THE SIX DECISION AREAS

preferred their participation in decision-making to be minimal to slightly more than equal participation with teachers. Students desired more participation than they presently perceived to exist in all twenty-six items of the questionnaire.

Students preferred their least participation in the same three items in which they had least participation. These items were: selecting teachers to direct the intramural program (mean 2.07), determining methods to train game officials (mean 2.14), and determining the amount of money allotted to the intramural program (mean 2.37). Students preferred to have most participation in determining the kinds of activities offered in the intramural program (mean 3.37), followed by the two items in which they had also scored highest in their actual participation. These items were determining methods to publicize the activities of the intramural program (mean 3.29) and determining the amount of publicity that each activity receives (mean 3.25).

In terms of the six decision areas previously mentioned in the actual participation section, students preferred varying degrees of participation dependent on the decision area. Figure 2 illustrates the comparison of students' preferred participation in these six areas. Students preferred least participation in personnel decis[illegible] (mean 24.1) which was the same area in which they perceived least actual participation. The students desired most participation

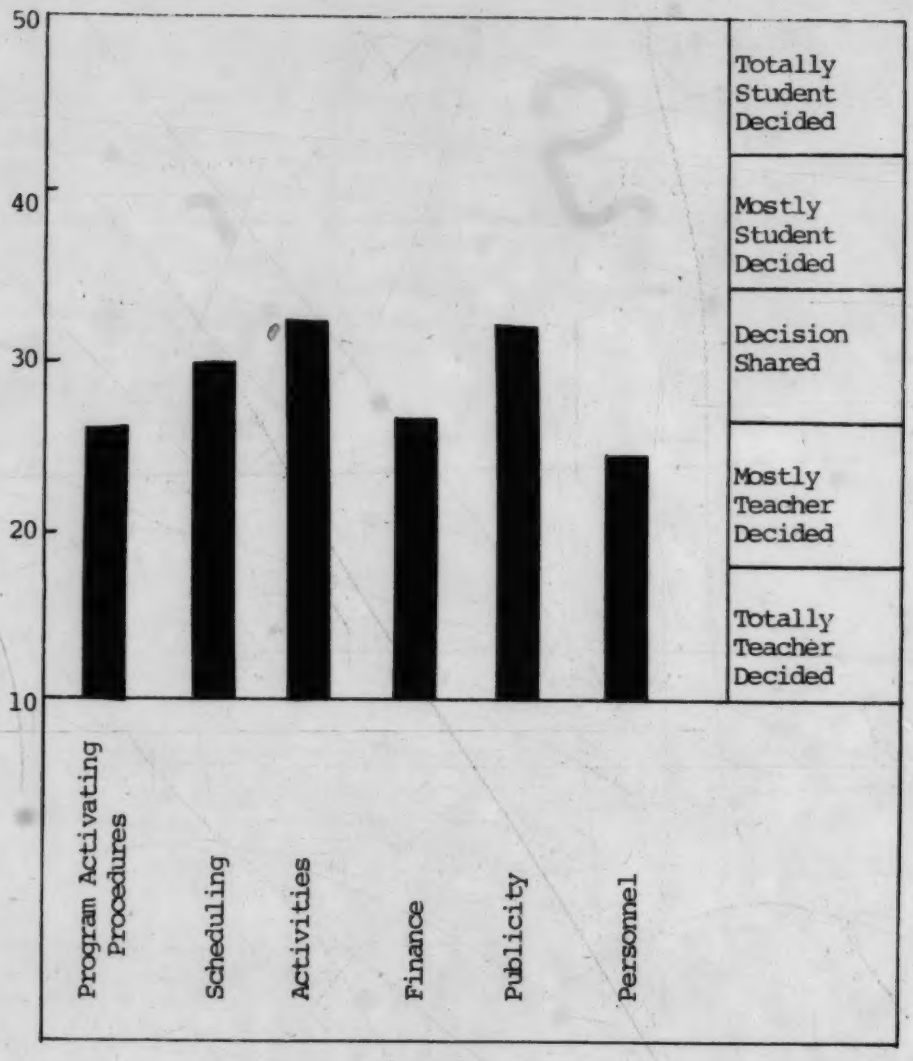

FIGURE 2

PROFILE OF STUDENTS' PREFERRED PARTICIPATION

IN THE SIX DECISION AREAS

in decisions regarding intramural activities (mean 32.7) followed by decisions regarding publicity (mean 32.2), scheduling (mean 29.5), finance (mean 26.7), and program activating procedures (mean 26.1). Thus, on the continuum from totally teacher decided to totally student decided, students preferred participation at the level of equal participation with teachers for all decision areas except personnel which they preferred to be mostly teacher decided.

Actual and Preferred Participation

Hypothesis three states that no significant difference exists between students' actual participation in decision-making and their preferred participation in the decision-making process for high school intramural programs. Analysis of variance indicates that the difference between the mean responses for actual and preferred participation was significant at the .001 level (see Appendix C). The mean values for students' actual and preferred participation in decision-making for intramurals are 21.1 and 27.5 respectively. Figure 3 illustrates that decisions were made mostly by teachers but students preferred decisions to be made equally by teacher and student.

Hypothesis 4 states that no significant difference exists between students' actual participation and their preferred participation in the six areas of intramural decision-making. Table V summarized the F ratios for the six decision

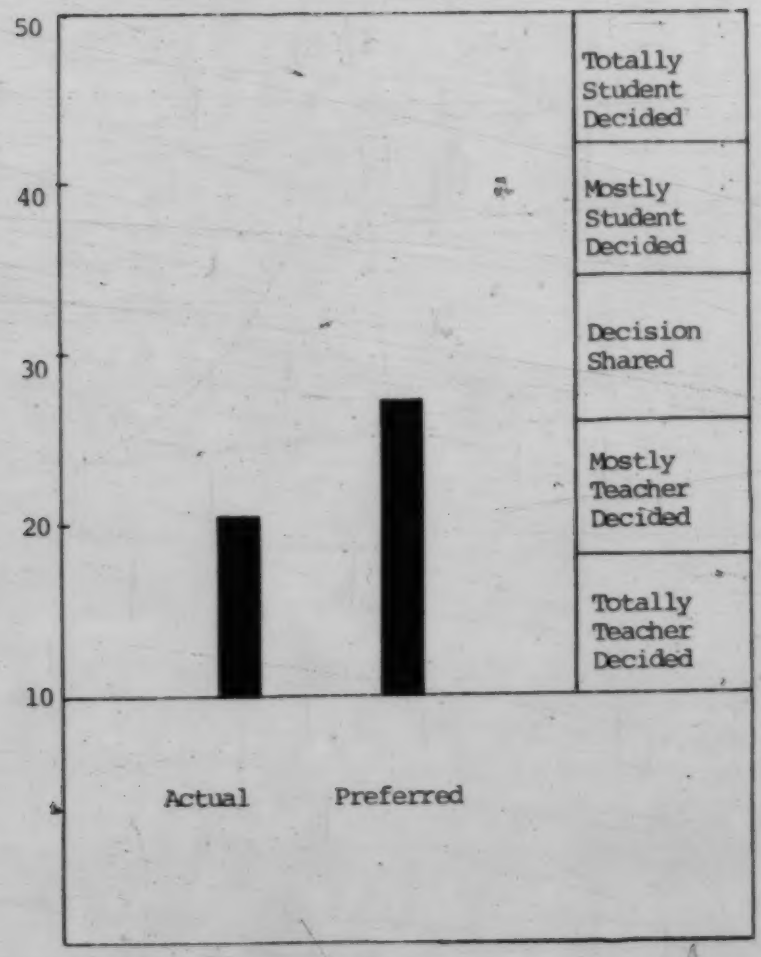

FIGURE 3

COMPARISON OF STUDENTS' ACTUAL AND PREFERRED PARTICIPATION IN INTRAMURAL DECISION ITEMS

areas and indicated the Appendix Table for the analysis of variance summary tables.

Hypothesis 4.1 states that no significant difference exists between students' actual participation and their preferred participation in program activating procedures. Analysis of variances indicated an F ratio of 184.4 which was significant at the .001 level. A significant difference existed between students' actual and preferred participation in program activating decisions.

Hypothesis 4.2 states that no significant difference exists between students' actual and preferred participation in decisions regarding scheduling. The results showed a significant difference existed between actual and preferred participation in decisions regarding scheduling ($F = 152.0$, $p < .001$).

Hypothesis 4.3 states that no significant difference exists between students' actual and preferred participation in decisions regarding activities. Analysis of variance showed a significant difference existed ($F = 166.1$, $p < .001$).

Hypothesis 4.4 states that no significant difference exists between students' actual and preferred participation in decisions regarding finance. The results indicated a significant difference existed ($F = 150.0$, $p < .001$).

Hypothesis 4.5 states that no significant difference exists between students actual and preferred participation in decisions regarding publicity. A significant difference

TABLE V

F RATIOS FOR THE SIX DECISION AREAS OF ACTUAL AND PREFERRED DECISION-MAKING

Decision Area	Appendix Table	F Ratio
Program Activating Procedures	C - XIV	184.367 **
Scheduling	C - XV	151.994 **
Activities	C - XVI	166.105 **
Finance	C - XVII	149.529 **
Publicity	C - XVIII	150.276 **
Personnel	C - XIX	129.509 **

** $p < .001$

did exist ($F = 150.3$, $p < .001$).

Hypothesis 4.6 states that no significant difference exists between students' actual and preferred participation in decisions regarding personnel. Again the analysis of variance showed that a significant difference existed ($F = 130.0$, $p < .001$).

When comparing actual and preferred participation in the decision-making process, statistically significant differences were found at the .001 level in the six decision areas. Figure 4 graphically illustrates students' decisional discrepancy in the six intramural decision areas when the standardized means are compared.

School Variables and Students' Decisional Discrepancy

Hypothesis five states that there is no significant difference in students' decisional discrepancy scores in the different decision-making areas of the intramural program when the scores are grouped on the basis of school and personal variables. This hypothesis was analyzed using the SPSS program for one way analysis of variance. Homogeneity of variance was tested by applying Bartlett's test to the data. Box's equation (1954:299) for probability adjustment was applied when non homogeneity of variance appeared significant. If the null hypothesis was shown to be untenable, the Duncan Multiple Range test was employed for a comparison of pairs of means.

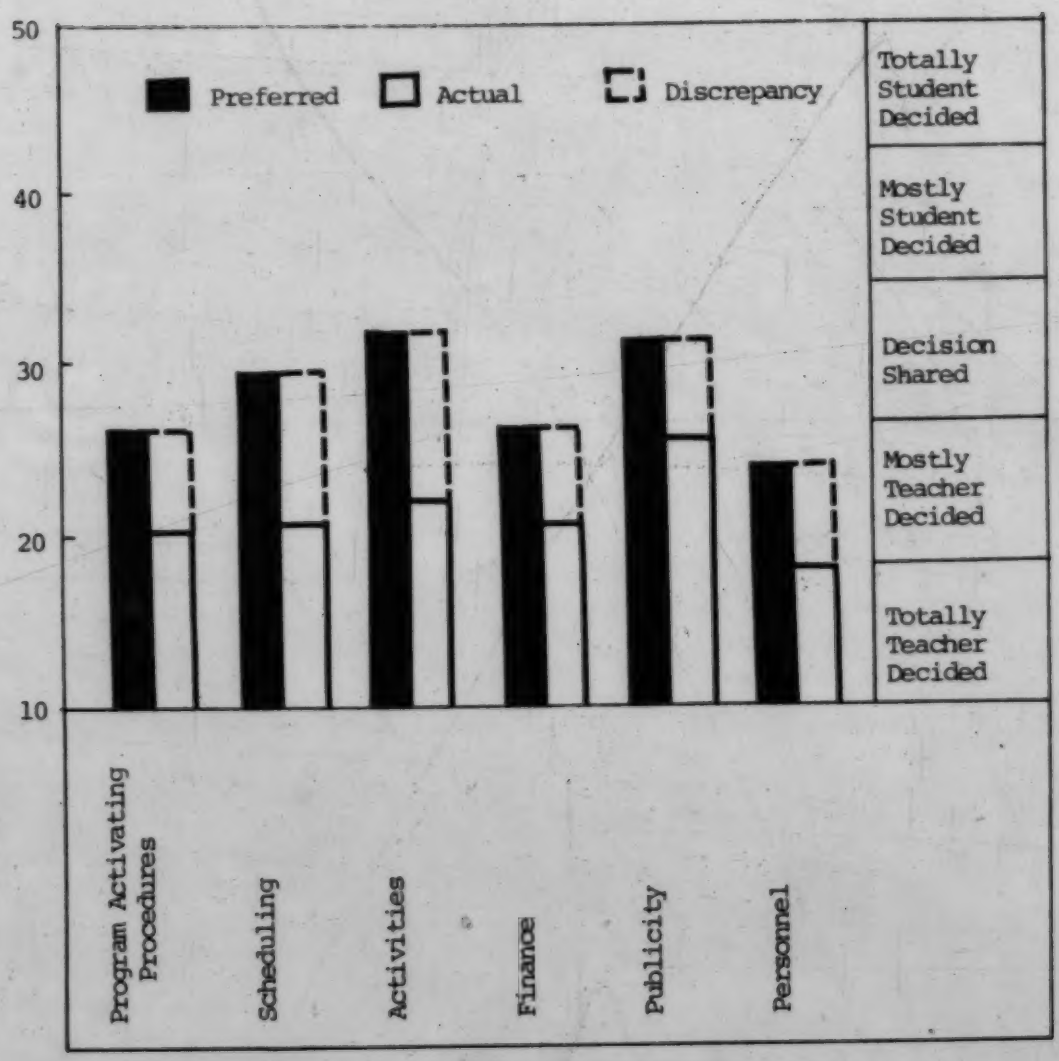

FIGURE 4

STUDENT DECISION DISCREPANCY IN

THE SIX DECISION AREAS

Turning to an analysis of school variables first, Table VI provides a summary of the F ratios from the analysis of variance tables found in Appendix C. The results indicated a significantly higher decisional discrepancy score for public school students in four of the six decision areas. The mean decisional discrepancy score for program activating procedures was 6.37 for the public school students and 3.27 for the separate school students. The mean decisional discrepancy score for scheduling decisions was 9.51 for the public school students and 3.33 for the separate school students. The mean decisional discrepancy score for activities decisions was 11.77 for the public school students and 5.27 for the separate school students. The mean decisional discrepancy score for publicity decisions was 7.80 for the public school students and 2.96 for the separate school students.

When the students were grouped according to the size of their school, a significant difference was found in the same four decision areas. Table VII gives the results of the Duncan test and indicates the mean decisional discrepancy scores. With regards to decisions in program activating procedures, the students in schools with less than 1,200 enrolled had significantly lower mean decisional discrepancy scores than those students from the schools with over 2,000 enrolled. With regards to the decisions in the area of scheduling, activities, and publicity, the results indicated

TABLE VI

F RATIOS FOR SCHOOL VARIABLES AND STUDENTS' DECISIONAL DISCREPANCY IN THE SIX DECISION AREAS

School Variable	Program Activating Procedures	Scheduling	Activities	Finance	Publicity	Personnel
School System	9.50*	16.11**	12.10**	2.62	14.59**	.39
School Size	3.20*	3.45*	4.05*	.23	3.90*	1.26
Administrative Organization for Intramurals	20.40**	37.65**	21.24**	8.78**	23.64**	2.71

** $p < .001$ * $p < .05$

TABLE VII

DUNCAN MULTIPLE RANGE TEST OF THE SIGNIFICANT DIFFERENCES FOR SCHOOL SIZE AND STUDENTS' DECISIONAL DISCREPANCY

Decision Area	Decisional Discrepancy Mean		
	Less Than 1,200	1,200 to 1,999	Over 2,000
Program Activating Procedures	3.03^{A}	$5.66^{A,B}$	6.79^{B}
Scheduling	2.92^{A}	8.75^{B}	8.70^{B}
Activities	4.12^{A}	11.67^{B}	9.91^{B}
Publicity	2.50^{A}	7.63^{B}	6.42^{B}

No significant difference exists where group means have common subscripts.

that there was a significant difference between the mean decisional discrepancy scores of those students from schools with less than 1,200 enrolled and those students from schools with over 1,200 enrolled.

When students were grouped according to the type of administrative organization for intramurals, significant differences were found in all decision areas except personnel. Table VIII indicates the mean decisional discrepancy scores and summarizes the Duncan test results. For the decision areas of program activating procedures, scheduling, activities, and publicity, those students who are members of athletic boards or who act as intramural representatives have a significantly lower mean decisional discrepancy score than those students who are in options classes. For decisions concerning finance, the students who are members of athletic boards have a significantly lower mean decisional discrepancy score than those students who act as intramural representatives or those students in options classes.

Personal Variables and Students' Decisional Discrepancy

The results of the analysis of variance on sex, grade, years of administrative involvement, method of acquiring the administrative position, and office holders are summarized in Table IX.

TABLE VIII

DUNCAN MULTIPLE RANGE TEST OF THE SIGNIFICANT DIFFERENCES FOR TYPE OF ADMINISTRATIVE ORGANIZATION FOR INTRAMURALS AND STUDENTS' DECISIONAL DISCREPANCY

Decision Area	Decisional Discrepancy Mean		
	Athletic Board	Options Class	Representatives
Program Activating Procedures	3.08^{A}	7.60^{B}	1.74^{A}
Scheduling	2.82^{A}	12.09^{B}	0.89^{A}
Activities	5.09^{A}	14.19^{B}	3.33^{A}
Finance	3.33^{A}	7.51^{B}	9.29^{B}
Publicity	3.01^{A}	9.48^{B}	1.78^{A}

No significant difference exists where group means have common subscripts.

TABLE IX

F RATIOS FOR PERSONAL VARIABLES AND STUDENTS' DECISIONAL DISCREPANCY IN THE SIX DECISION AREAS

Personal Variable	Program Activating Procedures	Scheduling	Activities	Finance	Publicity	Personnel
Sex	12.60**	24.25 **	12.52**	2.54	15.40**	6.24*
Grade	5.48*	4.97 *	4.67*	1.21	4.85*	4.04
Yrs. of Administrative Involvement	0.37	0.22	0.31	1.27	0.89	0.12
Method of Acquiring Position	2.76*	4.47*	3.07*	3.60*	3.83*	1.91
Office Holders	7.42*	21.67**	9.69*	9.99*	14.20**	1.61

** $p < .001$ * $p < .05$

The analysis of variance indicates that when students were grouped according to sex, males had a significantly higher mean decisional discrepancy score than females in five of the six decision areas. The mean decision discrepancy score for program activating procedures was 6.78 for males and 3.77 for females. The mean decisional discrepancy score for scheduling decisions was 10.47 for males and 4.11 for females. The mean decisional discrepancy score for activities decisions was 12.38 for males and 6.67 for females. The mean decisional discrepancy score for publicity decisions was 8.27 for males and 3.97 for females. The mean decisional discrepancy score for personnel decisions was 7.33 for males and 4.48 for females.

When students were grouped according to grade, significantly different mean decisional discrepancy scores were found in all decision areas except finance and personnel. Table X indicates the mean decisional discrepancy scores for grades 10, 11, and 12 in the six decision areas and provides the results of the Duncan test. Students in grades 10 and 12 had significantly lower mean decisional discrepancy scores for decisions regarding program activating procedures, scheduling and publicity. Students in grade 10 had significantly lower mean decisional discrepancy scores than students in grade 11 or 12 for decisions regarding activities.

When students were grouped according to the number of years of administrative involvement no significant

TABLE X

DUNCAN MULTIPLE RANGE TEST OF THE SIGNIFICANT DIFFERENCES FOR GRADE AND STUDENTS' DECISIONAL DISCREPANCY

Decision Area	Decisional Discrepancy Mean		
	Grade 10	Grade 11	Grade 12
Program Activating Procedures	2.92^{A}	6.90^{B}	4.70^{A}
Scheduling	4.07^{A}	10.66^{B}	5.68^{A}
Activities	2.50^{A}	12.12^{B}	9.31^{B}
Publicity	2.60^{A}	8.23^{B}	5.48^{A}

No significant difference exists where group means have common subscripts.

differences were found in the six decision areas.

When students were grouped according to the method of acquiring their administrative position, significant differences of mean decisional discrepancy scores were found in five of the six decision areas. Table XI shows that for decisions regarding program activating procedures, those students who were elected or appointed by students had significantly lower mean decisional discrepancy scores than those students involved by course requirement. For scheduling decisions, those students involved by course requirement had a significantly higher mean decisional discrepancy scores than all other groups. For decisions regarding activities and publicity, those students who were involved by student election, student appointment or volunteering had significantly lower mean decisional discrepancy scores than those students involved by course requirement. For decisions regarding finance, students who were involved by student election, student appointment, or volunteering had significantly lower means than those students who were involved by teacher appointed; those students who were student elected had a significantly lower mean decisional discrepancy score than those students who were teacher appointed or involved by course requirement. For decisions regarding publicity, those students involved through course requirement had a significantly higher mean decision discrepancy score than all other groups.

TABLE XI

DUNCAN MULTIPLE RANGE TEST OF THE SIGNIFICANT DIFFERENCES FOR THE METHOD OF ACQUIRING THE ADMINISTRATIVE POSITION AND STUDENTS' DECISIONAL DISCREPANCY

Decision Area	Student Elected	Student Appointed	Teacher Appointed	Volunteer	Course Requirement
Program Activating Procedures	2.65^{A}	2.60^{A}	$5.89^{A,B}$	$5.16^{A,B}$	7.20^{B}
Scheduling	3.70^{A}	1.43^{A}	6.97^{A}	7.24^{A}	11.63^{B}
Activities	4.44^{A}	5.00^{A}	$9.85^{A,B}$	9.29^{A}	13.85^{B}
Finance	2.22^{A}	$2.92^{A,B}$	8.44^{C}	$5.17^{A,B}$	$7.93^{B,C}$
Publicity	1.85^{A}	1.43^{A}	$7.17^{A,B}$	6.07^{A}	9.00^{B}

No significant difference exists where group means have common subscripts.

When students were grouped as office holders or non-office holders, the results indicated a significantly higher decisional discrepancy score for non-office holders for five of the six decision areas. The mean decisional discrepancy score for decisions regarding program activating procedures was 6.24 for non-office holders and 3.25 for office holders. The mean decisional discrepancy score for scheduling decisions was 9.72 for non-office holders and 2.11 for office holders. The mean decisional discrepancy score for activities decisions was 11.53 for non-office holders and 5.17 for office holders. The mean decisional discrepancy score for finance decisions was 7.14 for non-office holders and 2.96 for office holders. The mean decisional discrepancy score for publicity decisions was 7.62 for non-office holders and 2.55 for office holders.

Decisional Discrepancy and Program Satisfaction

Hypothesis six states that there is no significant relationship between students' decisional discrepancy in intramural decision-making and their satisfaction with the intramural program. Pearson product-moment correlation coefficients were computed between students' total satisfaction score and their total decisional discrepancy score, and between students' satisfaction with the six program areas and their decision discrepancy in these areas.

TABLE XII

PEARSON CORRELATION COEFFICIENT BETWEEN PROGRAM SATISFACTION AND DECISIONAL DISCREPANCY

Program Area	N	r	P
Program Activating Procedures	152	-0.3323	0.001 **
Scheduling	162	-0.3484	0.001 **
Activities	164	-0.3603	0.001 **
Finance	154	-0.2015	0.012 *
Publicity	160	-0.1734	0.028 *
Personnel	161	-0.3330	0.001 **
TOTAL	139	-0.4353	0.001 **

** $p < .001$ * $p < .05$

Items 2, 5, 6, 8, and 10 were regrouped to provide a satisfaction score for program activating procedures. These items were regrouped to correspond to the decision areas which resulted from factor analysis.

There was a negative relationship ($r = -0.4353$) between total decisional discrepancy in intramural decision-making and total satisfaction with the intramural program. This inverse relationship was significant at the .001 level. The Pearson product-moment correlation also indicated a negative relationship between student decisional discrepancy in the six areas of intramural decision-making and student satisfaction with these six areas of the intramural program. Table XII shows a significant relationship at the .001 level for all areas except publicity and finance which were significant at the .05 level.

CHAPTER V

DISCUSSION AND CONCLUSIONS

The findings of this study indicated that students perceived themselves to have little participation in the decision-making process of intramural programs. On the Likert-type response continuum from total teacher control to total student control in decision-making, students perceived their participation as minimal to almost equal participation with the teacher. It is important to note that this low degree of student participation in decision-making was also identified by Esimike (1975). He found that when physical education teachers ranked sixteen decision areas as to their degree of importance for student participation in decision-making, extracurricular activities ranked second in importance. Despite teacher recognition of the importance of student participation in decision-making, students have little involvement in the intramural decision-making process. Consequently, as the findings of Alexander and Farrell (1975) pointed out, schools are doing little to teach students decision-making in extracurricular activities or student government.

There was evidence of only slightly varying degrees of student participation in the six different intramural decision areas. It appears that the organizational structure

accommodated little variation in the degree of student participation for the different task areas. The fact that students possessed the highest participation in the area of publicity reflects Spenser's (1973) observation that administrators' willingness to allow students influence varies inversely with the importance of the issue. Publicity tends to be a functional or implementation type of decision; whereas, finance tends to be a policy or programming type of decision. This general trend of more student participation in functional or implementation types of decisions was evident from the results of students' actual participation in the individual decision items as well as from the results of students' actual participation in the decision areas. Students perceived their most participation in the area of publicity and progressively less participation in the decision areas of activities, scheduling, finance, program activating procedures, and personnel.

Students' preferred participation in the decision-making items ranged from minimal to equal participation with teachers. Because students desired increased participation in all decision items, their moderate degree of preferred participation tends to emphasize their current minimal degree of participation. There were no decision items which were decided totally by students. However, there were a few items in which students approached decisional equilibrium. Those items in which students had almost as much participation

as they desired tended to be functional type decisions; determining the amount of publicity each activity receives, determining methods to publicize the activities, determining policies governing individual and team standings, selecting sports managers or convenors for the activities, and determining rules and regulations governing each activity in the intramural program. Students desired most increased decision-making participation in the following decision items; determining the kinds of activities offered, determining the number of activities, determining methods to acknowledge individual and team achievement, determining how intramural funds will be allocated within the intramural program, determining the amount of playing time for each activity, and determining when the activities in the intramural program are scheduled. Thus, students indicated a desire for greatest increased participation in decisions of the policy and programming nature and least increased participation in functional or implementation types of decisions.

This study further indicated that student preferences for participation in decision-making varied dependent on the task involved. When comparing the profile for actual and preferred decision-making in the six areas, students preferred participation indicated marked distinctions between the areas. This task differentiation in decision-making was not as noticeable in the existing situation. To illustrate,

the degree of participation for the decision areas of activities, scheduling, finance, and program activating procedures ranged from 22.2 to 20.1; whereas, the degree of participation for the same four decision areas ranged from 32.2 to 26.1 on the preferred scale. Barnard (1938) suggested that individuals desire increased participation in decision-making as their interest in the task area increases. The findings of this study substantiate the suggestion that organizations must provide multiple decision-making structures to accommodate the different organizational task areas and the members' preferred decision-making participation in these organizational tasks.

When decision areas were ranked according to their degree of student participation, the preferred ranking, with the exception of activities, followed a very similar pattern to the actual ranking. This pattern may be a result of students perceiving some decision areas as the responsibility of the teacher and their perceived inability to participate beyond the level of their present knowledge in the decision area. Further, student preference for a predominantly shared decision-making situation may reflect their present functional or implementing role. It appeared from the test results that students have carried out tasks delegated to them rather than being active learners and participants in the decision-making process.

The study also found significant differences in mean decisional discrepancy scores when students were grouped according to school variables. Those students from the separate school system, from smaller schools, and from schools which utilized athletic boards or representatives indicated less decisional discrepancy than those students from the public school system, from larger schools, and from schools which initiated student involvement in the intramural decision-making process from the physical education option class. From these results it is important to note that the separate schools tended to be considerably smaller than the public schools. Without exception they organized intramurals by utilizing athletic boards or representatives. An additional influencing factor may be the degree of commitment which the school system and/or their intramural directors possess for the intramural program and its objectives.

While school size may be an important variable in considering decisional discrepancy, it could be important only in that it is often accompanied by organizational complexity and an impersonal bureaucratic approach to administration. Gentry and Hall (1971) suggested that increased organizational size is accompanied by a greater possibility of alienation. Unless there is an organizational structure which facilitates student participation to offset the disadvantages of the large school, students may feel

powerless.

Tannenbaum (1966) reported definite differences in discrepancies between perceived and preferred degrees of participation among members at different hierarchial levels. Those members at lower levels want greater increases in their decision-making than those members at higher hierarchial levels. The greatest degree of powerlessness in this study was indicated by those students who were involved in the administration and organization of intramurals from the physical education option class. This mode of student involvement portrays an uneven distribution of power, as in most cases the teacher possesses the formal power. In contrast, the results of this study indicated that athletic boards have significantly less decisional discrepancy in the area of finance decisions when compared to the other modes of student involvement.

Significant differences were also found when students were grouped according to personal variables. Lower decisional discrepancy scores existed for female students, grade 10 and grade 12 students, office-holders, and those students who were student elected or student appointed. The lower female decisional discrepancy was consistent with Esimike's (1975) findings which he attributed to the traditional female role in society. Lower decisional discrepancy scores for students who were student elected or office-holders also seems to confirm Tannenbaum's (1966) explanation of decisional

discrepancy in relation to the individuals' level within the hierarchy. The results of this study also supported the findings of Burbach (1974) that students who hold school related offices have less feelings of powerlessness. The investigator was unable to give a meaningful interpretation for the lower decisional discrepancy scores for grade 10 and grade 12 students.

In general, students were slightly to moderately satisfied with their intramural program. The study found that as student decisional discrepancy in the decision-making process increased, student satisfaction with the intramural program decreased. Consequently, this study supported the findings of Alexander and Farrell (1975), Jamieson and Thomas (1974), and Belasco and Alutto (1974).

To summarize, students perceived themselves to have less than equal participation as compared to teachers in the decision-making process of intramural programs. Students desired increased participation in decision-making for all areas of the intramural program but only to the extent of equal participation with teachers.

Conclusions

The following conclusions were formulated from the results of the study.

1. Students perceived that their actual participation in the decision-making process of the intramural

program ranged from minimal participation to almost equal participation with teachers.

2. Students preferred that their participation in the decision-making process of the intramural program range from minimal participation to slightly more than equal participation with teachers.

3. There was a significant difference between students' actual participation and their preferred participation in the decision-making process when the decision items were analyzed as a total scale.

4. There was a significant difference between students' actual participation and their preferred participation in each of the six decision areas; program activating procedures, scheduling, activities, finance, publicity, and personnel.

5. Significant differences existed between students' decisional discrepancy scores when they were grouped by the type of school, the size of school, and the type of administrative organization for intramurals. Specifically, the study found that students from the public school system, larger schools, and those schools utilizing the physical education option class for the administration of intramurals indicated higher decisional discrepancy than those students from the separate school system, smaller schools, and those schools utilizing representatives or Athletic Boards.

6. Significant differences existed between students' decisional discrepancy scores when they were classified on the basis of sex, grade, method of acquiring their administrative position, and whether the student held an administrative office. Specifically, higher decisional discrepancy scores were found for male students, students in grade eleven, non-administrative office holders, and those students who became involved in the organization and administration of intramurals for course requirements.

7. There was a significant inverse relationship between students' decisional discrepancy scores and their satisfaction with the intramural program.

Implications

This study suggests several reasons for the involvement of students in the decision-making process of intramural programs. First, students' perceived that their participation in the intramural decision-making process was being utilized to only a limited extent. Further, students would prefer to have their participation in the intramural decision-making process increased. It appears reasonable to expect that increased participation would have a positive effect on student satisfaction with the intramural program.

Generally, students preferred equal decision-making with teachers. Therefore, any administrative structure for intramurals should avoid either student autonomy or teacher

dominance in the decision-making process. Further, the findings indicate that differing degrees of preferred student participation exist and this discrepancy is dependent upon the type of decision to be made. In an attempt to accommodate this discrepancy there should be varying degrees of student involvement in the different types of decisions. The results indicate that student participation should be lowest with regard to personnel decisions but would increase progressively for each of the following: program activating procedures, finance, scheduling, publicity, and activities. Therefore, the major change to facilitate the most receptive response from students would require the change from predominantly teacher controlled decision-making to equal student-teacher decision-making in those areas in which students most prefer decision-making involvement.

Finally, the intramural administrative structure must provide students with the right to participate in the decision-making process. The study indicated that some administrative structures and/or methods of student selection to those structures are more effective than other methods of involving students. The students felt they had more real authority if they were elected, held an administrative office, or if their school used the method of student representatives or athletic boards for staffing their administrative structure.

In conclusion, to facilitate greater student satisfaction with the intramural program and to ensure effective student involvement in the intramural decision-making process, students must have formal involvement in the administrative structures which guarantee equal participation with teachers in the decision-making process.

Recommendation for Further Study

1. A study to investigate in more depth the effects that different administrative structures have on students' perception of their rights and responsibilities to the intramural program.

2. An investigation to consider the effectiveness of the attainment of stated objectives of intramural programs in relation to the type of decision-making process utilized.

3. A study to investigate the relationship between teacher commitment to intramural programs and the extent of student participation in the intramural decision-making process.

4. A study to investigate the relationship between students' perceptions of the discrepancy between actual and preferred decision-making and the leadership style of the teacher co-ordinating the intramural program.

5. A study to develop a paradigm for intramural programs of shared teacher-student decision-making.

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APPENDIX A

EDMONTON PUBLIC SCHOOLS 92
10010 - 107A Avenue, Edmonton, Alberta T5H 0Z8, Telephone (403) 429-5621

BOARD OF TRUSTEES

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March 24, 1976

Mr. W. A. Kiffiak
Administrative Assistant
Division of Field Experiences
The University of Alberta
Edmonton, Alberta

Dear Mr. Kiffiak:

RESEARCH REQUEST--MS. KAREN E. INNES

The above request has been approved on a permissive basis following examination by our department and consultation with Dr. H. Hohol, Supervisor of Physical Education. The principals of ten school have tentatively agreed to participate

Ms. Innes should now directly contact the following persons in the schools indicated to obtain final approval and to make the arrangements necessary for conducting the study:

Mr. W. Klufas, Principal, Bonnie Doon Composite High School (465-5461)

Mr. A. Holmes, Principal, Eastglen Composite High School (479-1991)

Mr. M. Smeltzer, Principal, Harry Ainley Composite High School (434-8451)

Mr. E. Meyer, Principal, Jasper Place Composite High School (484-5581)

Mr. R. Baker, Principal, M. E. LaZerte Composite High School (476-8611)

Mr. W. Moysa, Principal, McNally Composite High School (469-4451)

Miss F. Phillips, Principal, Queen Elizabeth Composite High School (476-8671)

Mr. I. Nicoll, Principal, Ross Sheppard Composite High School (454-8576)

Mr. D. Nixon, Principal, Strathcona Composite High School (439-3957)

Mr. M. Alpern, Curricular Associate, Victoria Composite High School (426-3010)

I would appreciate receiving a copy of the results of the study as soon as they are available.

Sincerely yours,

Tom Blowers, Ph.D.
Director of Research
Research & Evaluation

TAB/el

cc Dr. B. Mitchelson
Ms. K. E. Innes
Dr. H. Hohol
All of the Above Principals

COOPERATIVE ACTIVITIES PROGRAM

1. **Nature of Activity** (Check One)

   Student Teaching Internship _____ Demonstration/Experimentation _____

   Special Practicum _____ Research XX

2. **Organization to be Involved**

   Edmonton Public School System _____ County of Strathcona _____

   Edmonton Separate School System XX St. Albert Protestant/Separate

   N.A.I.T. _____ School System _____

   U. of A. Faculty of _____ Other _____

3. **Requestor** (staff member)

   Name Barry Mitchelson Position Associate Professor Phys. Ed. Date March 18, 1976

   Request made on behalf of Karen J. Finch (439-5532)

4. **Description of Activity** - Include title, objectives, procedure, evaluation techniques, etc.

This research is entitled Student Decision-Making in High School Intramural Programs. The attached questionnaire is designed to determine:

1) *the extent that students want to be involved in the decision making of the intramural program.*

2) the specific areas that students wish to be more involved in than others.

3) what extent students actually are involved in the decision making of intramural programs.

4) the extent of the discrepancy (if any) between the actual involvement and the preferred involvement.

5) any differences in aspirations of decision making related to personal variables of the students and their satisfaction with the intramural program.

5. Anticipated value to requestor

Information gathered in this study will be used in a Master's thesis in Physical Education Administration.

6. Anticipated value to cooperating organization

This study will give Intramural Directors an indication of the degree of involvement students want, in which areas, and if this is congruent with the present situation. This will give them an informed basis for evaluating their present system of decision making for the Intramural Program.

7. Estimate of cost (see renumeration guidelines)

None

8. Suggested personnel, schools and times

This questionnaire would be distributed to those students involved in assisting with the organization and administration of the Intramural Programs in the Edmonton Senior High Schools. These students would be contacted through the Intramural Director of each school at time most convenient for these Directors.

For Office Use Only

Approved by A. Kippink Division of Field Experiences Date March 19, 1976

Approved by Anne Lura Ed.D. Date Apr 22/76

Subject to the following conditions:

(a) A report of the results of findings of this project is required by the cooperating school system (Check One) yes ☒ no ☐

(b) Other Please contact the following principals for your research:

Mr. C. T. Dalton, Archbishop MacDonald, 10810 - 142 St., Phone: 454-0646.
Miss E. M. Meyer, Archbishop O'Leary, 8760 - 132 Ave., Phone: 476-6251.
Mr. H. L. Breault, J. H. Picard, 8828 - 95 St., Phone: 465-6457.
Mr. A. F. Filewych, Louis St. Laurent, 11230 - 43 Ave., Phone: 435-3964.
Mr. J. Mazurek, St. Francis Xavier, 9250 - 163 St., Phone: 489-2571.
Mr. A. P. Hiebert, St. Joseph, 10830 - 109 St., Phone: 426-2010.

APPENDIX B

STUDENT INTRAMURAL DECISION-MAKING QUESTIONNAIRE

The items in this questionnaire are concerned with some general issues and procedures that relate to students' participation in decisions about intramural programs.

ALL RESPONSES ARE CONFIDENTIAL AND WILL BE USED BY THE RESEARCHER TO COMPILE GENERAL STATISTICS

The questionnaire contains three (3) sections:

SECTION 1	Perceptions about Actual and Preferred decision-making.
SECTION 2	Satisfaction with the intramural program.
SECTION 3	Personal Background.

SECTION 1

ACTUAL AND PREFERRED DECISION-MAKING IN THE INTRAMURAL PROGRAM

INSTRUCTIONS

A number of decision items concerning the intramural program are listed. Each item requires two (2) separate responses from you.

1. Your opinion as to Who Does Decide on each item at the present time.

2. Your opinion as to Who Should Decide on each item. Each item involves a choice among five (5) possible ways of making decisions regarding intramural programs.

1 Totally teacher decided

2 Mostly teacher decided

3 Teacher and student share the decision

4 Mostly student decided

5 Totally student decided

For each decision item listed, please circle the number corresponding to the decision level you feel applies in the Who Does Decide and in the Who Should Decide column.

EXAMPLE

Decision Item	Who Does Decide					Who Should Decide				
1. Determining rules and regulations regarding gymnasium dress	1	2	3	4	5	1	2	3	4	5

The above example indicates that the student who answered believes that the teacher makes the decisions regarding gymnasium dress. The student feels that these decisions should be teacher decided.

KEY 1 Totally teacher decided
2 Mostly teacher decided
3 Teacher and student share decision
4 Mostly student decided
5. Totally student decided

Decision Item	Who Does Decide					Who Should Decide				
1. Selecting teacher(s) to direct the intramural program.	1	2	3	4	5	1	2	3	4	5
2. Selecting sport manager(s) or convenor(s) for any or all activities in the intramural program.	1	2	3	4	5	1	2	3	4	5
3. Determining responsibilities of staff and/or students organizing the intramural program.	1	2	3	4	5	1	2	3	4	5
4. Determining the amount of money allotted to the intramural program.	1	2	3	4	5	1	2	3	4	5
5. Determining how intramural funds will be allocated within the intramural program.	1	2	3	4	5	1	2	3	4	5
6. Determining method(s) to raise and/or acquire money allotted to the intramural program.	1	2	3	4	5	1	2	3	4	5
7. Determining the amount of playing time each activity will be allotted in the intramural program.	1	2	3	4	5	1	2	3	4	5
8. Determining when the activities in the intramural program are scheduled (i.e., noonhour, after school, night).	1	2	3	4	5	1	2	3	4	5
9. Determining the kind of schedule to be used for each activity in the intramural program (i.e, round robin, elimination, challenge, tournament).	1	2	3	4	5	1	2	3	4	5
10. Determining rules and regulations governing each activity in the intramural program.	1	2	3	4	5	1	2	3	4	5

KEY: 1 Totally teacher decided
2 Mostly teacher decided
3 Teacher and student share decision
4 Mostly student decided
5 Totally student decided

Decision Item	Who Does Decide					Who Should Decide				
11. Determining eligibility rules for participating in the intramural program.	1	2	3	4	5	1	2	3	4	5
12. Determining rules and regulations governing team forfeits.	1	2	3	4	5	1	2	3	4	5
13. Decisions concerning grievances or protests voiced by team(s) or individuals participating in the intramural program.	1	2	3	4	5	1	2	3	4	5
14. Determining the type of units or groupings for competition (i.e., grades, open, classroom, house system).	1	2	3	4	5	1	2	3	4	5
15. Determining levels within competitive units or groupings (i.e., junior, senior, no levels)	1	2	3	4	5	1	2	3	4	5
16. Determining method(s) to publicize the activities in the intramural program.	1	2	3	4	5	1	2	3	4	5
17. Determining the amount of publicity each activity receives.	1	2	3	4	5	1	2	3	4	5
18. Determining the kinds of activities offered in the intramural program.	1	2	3	4	5	1	2	3	4	5
19. Determining the number of activities offered in the intramural program.	1	2	3	4	5	1	2	3	4	5
20. Determining method(s) to select game officials for the intramural program.	1	2	3	4	5	1	2	3	4	5
21. Determining method(s) to train game officials for the intramural program.	1	2	3	4	5	1	2	3	4	5

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KEY
1 Totally teacher decided
2 Mostly teacher decided
3 Teacher and student share decision
4 Mostly student decided
5 Totally student decided

Decision Item		Who Does Decide					Who Should Decide				
22.	Determining method(s) to acknowledge individual and team achievement in the intramural program (i.e., trophy, crests, bars, no awards).	1	2	3	4	5	1	2	3	4	5
23.	Determining policies governing individual and team standings (i.e., point system on achivement and participation).	1	2	3	4	5	1	2	3	4	5
24.	Determining how the operating procedures and policies of the intramural program are to be evaluated.	1	2	3	4	5	1	2	3	4	5
25.	Determining who will evaluate the operating procedures and policies of the intramural program.	1	2	3	4	5	1	2	3	4	5
26.	Determining method(s) to evaluate game officials for activities in the intramural program.	1	2	3	4	5	1	2	3	4	5

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SECTION 2

SATISFACTION

DIRECTION

Rate your degree of satisfaction with this year's intramural program on each of the following items. Circle the number which best describes your feelings.

KEY
1 Highly dissatisfied
2 Moderately dissatisfied
3 Slightly dissatisfied
4 Slightly satisfied
5 Moderately satisfied
6 Highly satisfied

Please complete the remaining section below

1.	Personnel responsible for organizing and administering the intramural program.	1	2	3	4	5	6
2.	Method(s) of evaluating the intramural program.	1	2	3	4	5	6
3.	Allotment of funds within the intramural program.	1	2	3	4	5	6
4.	Activities offered in the intramural program.	1	2	3	4	5	6
5.	Rules and regulations governing the intramural program.	1	2	3	4	5	6
6.	Organization of competing units or groups.	1	2	3	4	5	6
7.	Amount of time allotted for the intramural program.	1	2	3	4	5	6
8.	Acknowledgement of individual and team participation in the intramural program.	1	2	3	4	5	6
9.	Publicity for the activities in the intramural program.	1	2	3	4	5	6
10.	Officiating for activities in the intramural program.	1	2	3	4	5	6

SECTION 3

PERSONAL BACKGROUND

DIRECTIONS

Check the appropriate responses:

1. Please indicate your sex.

Male ☐ 1

Female ☐ 2

2. Please indicate in which grade you are presently enrolled.

Ten ☐ 1

Eleven ☐ 2

Twelve ☐ 3

3. How many years have you been involved in organizing and administering intramural programs?

1 year ☐ 1

2 years ☐ 2

3 years ☐ 3

4 years ☐ 4

5 or more years ☐ 5

4. How did you become involved with the organization and administration of the intramural program this year?

by student election ☐ 1

by student appointment ☐ 2

by teacher appointment ☐ 3

by volunteering ☐ 4

by course requirement ☐ 5

5. Do you hold, or have you held an office (i.e., President, Vice-President, Secretary) for the organization and administration of the intramural program?

No ☐ 1

Yes ☐ 2

APPENDIX C

TABLE XIII

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION MAKING FOR THE TOTAL DECISION SCALE

Source of Variation	SS	df	MS	F
Within Subjects	12658.125	138	91.726	
Treatment	2805.113	1	2805.113	235.019**
Residual	1647.125	138	11.936	

** $p < .001$

TABLE XIV

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION-MAKING FOR PROGRAM ACTIVATING PROCEDURES

Source of Variance	SS	df	MS	F
Within Subjects	18513.312	151	122.605	
Treatment	2481.022	1	2481.022	184.367**
Residual	2032.000	151	13.457	

** P < .001

TABLE XV

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION-MAKING FOR SCHEDULING DECISIONS

Source of Variance	SS	df	MS	F
Within Subjects	18606.687	165	112.768	
Treatment	5543.816	1	5543.816	151.994**
Residual	6018.187	165	36.474	

** p < .001

TABLE XVI

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION-MAKING FOR ACTIVITIES DECISIONS

Source of Variance	SS	df	MS	F
Within Subjects	22170.312	166	133.556	
Treatment	8909.063	1	8909.063	166.105**
Residual	8903.438	166	53.635	

** $p < .001$

TABLE XVII

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION-MAKING FOR FINANCE DECISIONS

Source of Variance	SS	df	MS	F
Within Subjects	15720.750	156	100.774	
Treatment	3206.006	1	3206.006	149.529 **
Residual	3344.750	156	21.441	

** $p < .001$

TABLE XVIII

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION-MAKING FOR PUBLICITY DECISIONS

Source of Variance	SS	df	MS	F
Within Subjects	22085.937	161	137.180	
Treatment	3666.992	1	3666.992	150.276**
Residual	3928.687	161	24.403	

** p < .001

TABLE XIX

ANALYSIS OF VARIANCE SUMMARY TABLE OF ACTUAL AND PREFERRED DECISION-MAKING FOR PERSONNEL DECISIONS

Sources of Variance	SS	df	MS	F
Within Subjects	16199.000	162	99.994	
Treatment	3254.310	1	3254.310	129.509**
Residual	4070.750	162	25.128	

** p < .001

TABLE XX

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND TYPE OF SCHOOL

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	1	242.16	242.16	9.50*
	Within Groups	150	3822.42	25.48	
	Total	151	4064.58		
Scheduling	Between Groups	1	1076.55	1076.55	16.11**
	Within Groups	164	10958.07	66.82	
	Total	165	12034.61		
Activities	Between Groups	1	1216.51	1216.51	12.10**
	Within Groups	165	16590.38	100.55	
	Total	166	17806.89		
Finance	Between Groups	1	119.48	119.48	2.82
	Within Groups	155	6568.54	42.38	
	Total	156	6688.02		
Publicity	Between Groups	1	656.24	656.24	14.59**
	Within Groups	160	7198.69	44.99	
	Total	161	7854.93		
Personnel	Between Groups	1	19.81	19.81	0.39
	Within Groups	161	8121.60	50.44	
	Total	162	8141.41		

* $p < .05$ ** $p < .001$

TABLE XXI

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND SCHOOL SIZE

Area	Source of Variation	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	2	167.42	83.71	3.20*
	Within Groups	149	3897.19	26.16	
	Total	151	4064.61		
Scheduling	Between Groups	2	489.23	244.61	3.45*
	Within Groups	163	11545.39	79.83	
	Total	165	12034.61		
Activities	Between Groups	2	837.25	418.63	4.05*
	Within Groups	164	16969.64	103.47	
	Total	165	17806.89		
Finance	Between Groups	2	20.20	10.10	0.23
	Within Groups	154	6667.82	43.30	
	Total	156	6688.02		
Publicity	Between Groups	2	367.60	183.80	3.90*
	Within Groups	159	7487.34	47.09	
	Total	161	7854.95		
Personnel	Between Groups	2	126.13	63.06	1.26
	Within Groups	160	8015.29	50.10	
	Total	162	8141.41		

* $p < .05$

TABLE XXII

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND THE TYPE OF ADMINISTRATIVE ORGANIZATION FOR INTRAMURALS

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	2	873.68	436.84	20.40**
	Within Groups	149	3190.88	21.42	
	Total	151	4064.56		
Scheduling	Between Groups	2	3802.61	1901.31	37.65**
	Within Groups	163	8231.99	50.50	
	Total	165	12034.61		
Activities	Between Groups	2	3663.67	1831.83	21.24**
	Within Groups	164	14143.22	86.24	
	Total	166	17806.90		
Finance	Between Groups	2	684.76	342.38	8.78**
	Within Groups	154	6003.27	38.98	
	Total	156	6688.03		
Publicity	Between Groups	2	1800.46	900.23	23.64**
	Within Groups	159	6054.46	38.08	
	Total	161	7854.93		
Personnel	Between Groups	2	266.94	133.47	2.71
	Within Groups	160	7874.47	49.22	
	Total	162	8141.41		

** $p < .001$

TABLE XXIII

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND SEX

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	1	314.76	314.76	12.60**
	Within Groups	150	3749.80	25.00	
	Total	151	4064.59		
Scheduling	Between Groups	1	1550.00	1550.00	24.25**
	Within Groups	164	10484.60	63.93	
	Total	165	12034.60		
Activities	Between Groups	1	1256.26	1256.26	12.52**
	Within Groups	165	16550.63	100.31	
	Total	166	17806.89		
Finance	Between Groups	1	107.67	107.67	2.54
	Within Groups	155	6580.37	42.45	
	Total	156	6688.04		
Publicity	Between Groups	1	689.64	689.63	15.40**
	Within Groups	160	7165.30	44.78	
	Total	161	7854.93		
Personnel	Between Groups	1	303.60	303.60	6.24
	Within Groups	161	7837.82	48.68	
	Total	162	8141.41		

** p < .001

TABLE XXIV

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND GRADE

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	2	306.32	153.16	5.48**
	Within Groups	136	3800.27	27.94	
	Total	138	4106.58		
Scheduling	Between Groups	2	254.09	127.04	4.97*
	Within Groups	149	3810.50	25.27	
	Total	151	4064.59		
Activities	Between Groups	2	960.28	480.14	4.67*
	Within Groups	164	16846.61	102.72	
	Total	166	17806.89		
Finance	Between Groups	2	103.29	51.65	1.21
	Within Groups	154	6584.73	42.76	
	Total	156	6688.02		
Publicity	Between Groups	2	451.58	225.79	4.85*
	Within Groups	159	7403.37	46.56	
	Total	161	7854.95		
Personnel	Between Groups	2	390.97	195.48	4.04[1]
	Within Groups	160	7750.45	48.44	
	Total	162	8141.41		

[1]Application of Box's adjustment for lack of homogeneity showed no significance

* $p < .05$ ** $p < .001$

TABLE XXV

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND THE NUMBER OF YEARS OF ADMINISTRATIVE INVOLVEMENT

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	4	40.83	10.21	0.37
	Within Groups	138	3836.70	27.80	
	Total	142	3877.53		
Scheduling	Between Groups	4	66.78	16.70	0.22
	Within Groups	152	11612.89	76.40	
	Total	156	11679.67		
Activities	Between Groups	4	137.80	34.45	0.31
	Within Groups	153	17306.50	113.11	
	Total	157	17444.31		
Finance	Between Groups	4	215.31	53.83	1.27
	Within Groups	144	6094.29	42.32	
	Total	148	6309.61		
Publicity	Between Groups	4	177.75	44.44	0.89
	Within Groups	149	7432.69	49.88	
	Total	153	7610.45		
Personnel	Between Groups	4	25.91	6.48	0.12
	Within Groups	149	7880.59	52.89	
	Total	153	7906.50		

TABLE XXVI

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND THE METHOD OF ACQUIRING THE ADMINISTRATIVE POSITION

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	4	280.31	70.08	2.76*
	Within Groups	145	3683.51	25.40	
	Total	149	3963.82		
Scheduling	Between Groups	4	1211.95	302.99	4.47*
	Within Groups	159	10768.73	67.73	
	Total	163	11980.68		
Activities	Between Groups	4	1258.08	314.52	3.07*
	Within Groups	160	16420.10	102.63	
	Total	164	17678.18		
Finance	Between Groups	4	584.49	146.12	3.60*
	Within Groups	150	6094.09	40.63	
	Total	154	6678.58		
Publicity	Between Groups	4	701.64	175.41	3.83*
	Within Groups	155	7107.74	45.86	
	Total	159	7809.38		
Personnel	Between Groups	4	379.87	94.97	1.91
	Within Groups	156	7758.02	49.73	
	Total	160	8137.89		

* $p < .05$

TABLE XXVII

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE SIX DECISION AREAS: ACTUAL AND PREFERRED DECISION-MAKING AND OFFICE HOLDERS

Area	Source of Variance	DF	SS	MS	F Ratio
Program Activating Procedures	Between Groups	1	191.66	191.66	7.42*
	Within Groups	148	3821.86	25.82	
	Total	149	4013.52		
Scheduling	Between Groups	1	1416.02	1416.02	21.67*
	Within Groups	160	10456.14	65.35	
	Total	161	11872.16		
Activities	Between Groups	1	992.50	992.50	9.69*
	Within Groups	162	16585.55	102.38	
	Total	163	17578.05		
Finance	Between Groups	1	388.47	388.47	9.99*
	Within Groups	151	5867.74	38.86	
	Total	152	6256.21		
Publicity	Between Groups	1	624.94	624.94	14.20*
	Within Groups	157	6908.38	44.00	
	Total	158	7533.32		
Personnel	Between Groups	1	81.81	81.81	1.61
	Within Groups	157	7940.84	50.58	
	Total	158	8022.64		

* $p < .05$

APPENDIX D

TABLE XXVIII

SUMMARY OF RESPONSE PATTERNS OBTAINED ON THE SATISFACTION SCALE

Item	Mean Response	Highly Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Moderately Satisfied	Highly Satisfied
% Responding (N = 170)		1	2	3	4	5	6
1. Personnel responsible for organizing and administering the intramural program.	4.62	3.0	3.0	9.6	15.0	51.5	18.0
2. Method(s) of evaluating the intramural program.	4.38	1.8	1.8	13.2	30.5	44.3	8.4
3. Allotment of funds within the intramural program.	3.97	6.7	4.8	20.0	30.3	29.7	8.5
4. Activities offered in the intramural program.	4.53	4.2	4.8	13.8	15.0	35.3	26.9
5. Rules and regulations governing the intramural program.	4.78	1.2	3.0	4.2	22.8	45.5	23.4
6. Organization of competing units or groups.	4.53	1.2	4.8	10.8	22.2	44.9	16.2
7. Amount of time allotted for the intramural program.	4.32	4.8	6.6	12.7	21.7	35.5	18.7

TABLE XXVIII (Continued)

Item	Mean Response	Highly Dissatis-fied	Moderately Dissatis-fied	Slightly Dissatis-fied	Slightly Satisfied	Moderately Satisfied	Highly Satis-fied
% Responding (N = 170)		1	2	3	4	5	6
8. Acknowledgement of individual and team participation in the intramural program.	4.22	3.0	7.3	12.1	29.7	37.6	10.3
9. Publicity for the activities in the intramural program.	3.80	6.0	10.8	24.0	25.1	24.0	10.2
10. Officiating for activities in the intramural program.	3.94	6.0	13.2	15.0	21.0	36.5	8.4

VITA

NAME: Karen Elizabeth Innes

PLACE OF BIRTH: Burford, Ontario

YEAR OF BIRTH: 1947

POST SECONDARY EDUCATION AND DEGREES:

McMaster University
Hamilton, Ontario
1966-1970 B.A., B.P.E.

Althouse College of Education
University of Western Ontario
London, Ontario
1970-1971 Dip. of Ed.

RELATED WORK EXPERIENCE:

Teaching Assistant
University of Alberta
Edmonton, Alberta
1975

Physical Education and Health Teacher
Lockview Park Secondary School
Port Colborne, Ontario
1971-1975

Coaching Experience
Lockview Park Secondary School
Activities: Basketball
Volleyball
Track and Field

INTRAMURAL EXPERIENCE:

Athletic Council President
Burford District High School
Burford, Ontario

Executive Member of the Women's Athletic Association
McMaster University
Hamilton, Ontario

Intramural Director
Lockview Park Secondary School
Port Colborne, Ontario